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ABSTRACT

The four issues of "Trustee Quarterly" contained in this document focus on topics of current concern to community college trustees. The winter 1992 issue offers articles on the trustee's role in politics, community colleges as community catalysts, Lewis and Clark Community College's (Illinois) strategic planning process, staff development activities and state audits, and college ethics. This issue also reviews key findings in the American Council on Education's "Campus Trends, 1991." Articles in the spring 1992 issue address the importance of board leadership in enhancing the quality of community colleges, new opportunities for colleges to promote community service, Miami-Dade Community College's (Florida) efforts to obtain additional funding from local taxpayers, drug education for educators, and the future role of community and technical college trustees. The summer 1992 issue features articles on faculty collective bargaining, the California Community College foundations' search for external resources, the University of Hawaii's partnership with the state's K-12 public education system to promote reform, the Supreme Court decision holding educational institutions liable for damages for sexual harassment of students, and the challenge of establishing college priorities in a time of fiscal austerity. The fall 1992 issue contains articles examining the need to make education free of gender, ethnic, racial, and economic stereotyping, building good working relationships between trustees and faculty, setting the compensation of community college chief executives, and the trustee emeritus policy adopted by Columbus State Community College. This issue concludes with a commentary on the North American Free Trade Agreement and the role of education. (MAB)

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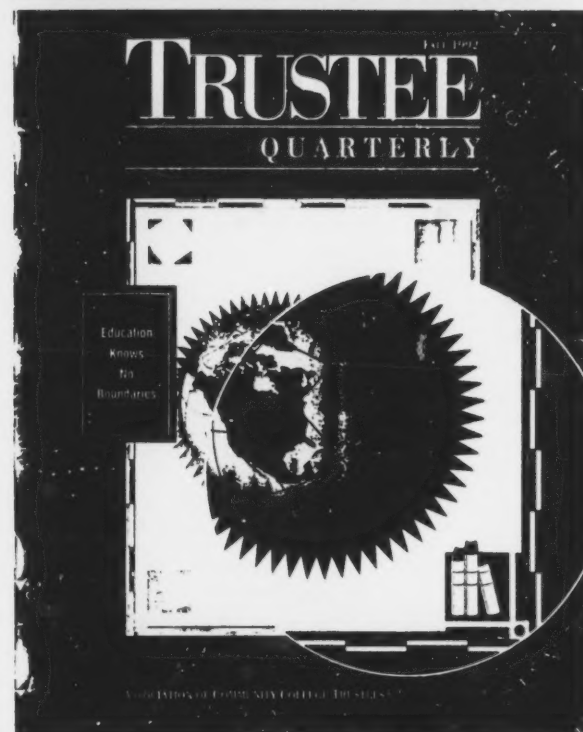
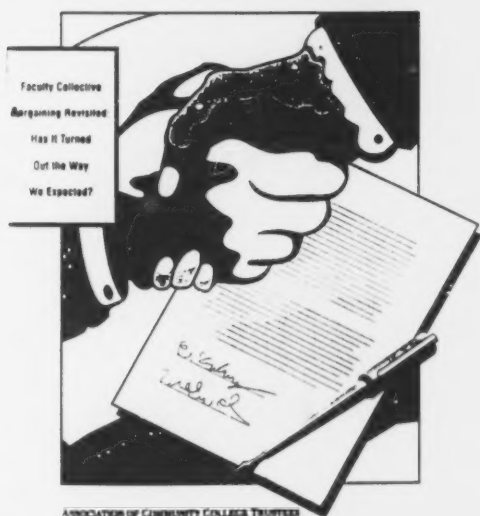
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SUMMER 1992
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Association of Community College Trustees

WINTER 1992

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The
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Director of Communications: Sally Hutchins
Executive Director: Ray Taylor

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
(202) 775-4667

WINTER 1992

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The Trustee as a Political Animal

Should Trustees Become Involved in Politics?

“Who—me? A political animal?” may be the response of many trustees reading the title of this article.

Trustees read many articles and hear many speeches telling them of their duties, including their relationship with other trustees and with the president, advising them not to rock the boat, to avoid surprises, and other valuable suggestions about how to be a good and helpful trustee. However, few, if any, of the exhortations include that of being an active politician.

Trustees are either elected or appointed in each state as part of the political process, and therefore have political duties to perform as part of their role.

As George Potter said in his book *Trusteeship* (third edition, ACCT, 1986), “A trustee is a political animal. If he [or she] is to truly serve his [or her] college, he [or she] must be involved in the political process.”

Do trustees see themselves as politicians? How well do trustees discharge this seldom-recognized duty?



In Oregon and many other states, trustees are elected by popular vote from numbered zones or districts within a community college district established by law. Candidates run for the office within the zone or district on a non-partisan basis. Many of the zones or districts overlap legislative districts which elect state representatives and senators.

In 1990, in an effort to get more attention from local legislators, individual board members of Portland Community College sent letters to individual legislators in the trustee's district, reminding the legislators that both shared communities of interest including territory and constituents. This approach was an attention-getter. As one legislator later remarked, “I hadn't really considered you people as politicians like me; now I feel a lot closer to you than before.” This approach led to greater individual rapport and better relations with the college.

In a feature article in the fall 1991 issue of this publication, an analysis of the system of appointing board members was examined. As this article points out, even the appointment system is politicized, more so in some states than in others. Through policy

or law, some states are making attempts to remove the appointment process from sheer partisanship. However, politics and partisanship still play a large role in the appointment process.

If trustees are either politicians who run for the office, or are the beneficiaries of the political appointive process, why do so many trustees fail to recognize this role and refuse to participate in the process?

Why do trustees attend regional and national meetings of ACCT and AACJC and find nothing on the program about their political role? Is there a confusion or a reluctance on the part of trustees and their organizations to teach, to act, to participate?

As Frank Mensel, ACCT Director of Federal Relations and AACJC Vice President for Federal Relations, has pointed out at annual ACCT national legislative seminars held in Washington, DC, and in several articles, trustees urgently need to become more involved politically. Mensel says "accountability" for a trustee includes making the community college mission understood by lawmakers at every level of government.

However, for an example of the lack of trustee interest in being politically involved, one only needs to look at the trustee attendance at the national legislative seminar, which is about one-third of the attendance at the annual ACCT convention. A reasonable conclusion might be that trustees see their role more as policy makers and educators than politicians trying to learn the hard facts of politics and how to influence their Congressmen and Senators.

Here a tribute must be made to Frank Mensel and Melanie Jackson and their small staff in Washington, DC, who conduct the effort of lobbying Congress for community college matters. The ACCT federal relations staff, along with Ray Taylor, executive director, aim to make the legislative seminar as large as the convention.

This writer has been informed on several occasions by trustees from various states that some boards and presidents do not feel the legislative seminars are significant enough to spend money to send delegates. These boards and presidents need to review George Potter's book. They need to understand the bottom line of federal financing for community colleges and the lack of interest the Department of Education has in community colleges. Millions of dollars for community college programs, such as student aid, specialized training, institutional and program aid, and veterans benefits, depend to a large degree on the knowledge Congress has about the needs of community colleges.

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One of the most effective and efficient ways to impart the community college role to Congress is for individual board members from remote areas, who live, work, and vote in the legislative district involved, to show up in force in that legislator's Washington, DC, inner sanctum!

Another very important role for board members to play vis-à-vis Congressmen and Senators is on the home front, in the legislator's own district. Each federal legislator maintains a staffed office in his or her home state and district. They are listed in the local phone book. Community college board members can, through local staff people, make appointments to see and talk with their federal legislator when he or she

is in the home area. Both individual and group conferences are helpful. In some instances, a college public information staff person can accompany the board members to a group conference, take pictures, and put out a press release praising the legislator for support.

Of course, board members must prepare for these conferences in advance, so that each board member knows the issues involved, and the position taken by the legislator. To help local board members with this education process, the Oregon Community College Association (OCCA) has created the "Federal Action Task Force" and has asked each local board to assign at least one member to the task force.

This task force meets several times each year, discusses federal issues, and prepares literature for local boards. Members see federal legislators in their home district offices and distribute material to them. The individual task force members then also report to the local boards on what is happening in Washington and on the role played or not played by the legislator, and they urge grassroots action.

The success of such efforts can be plainly seen in Oregon, where Senator Mark Hatfield and Congressman Les AuCoin introduced bills to create the position of assistant secretary of community colleges in the Department of Education. All Oregon federal legislators signed on these bills.

OCCA then sent a letter to each of the 19 state community college organizations urging their active support of the bills, also asking that the individual boards throughout that state activate local support. As chair of the Oregon Federal Action Task Force, this writer followed up with another letter to each association.

Not only is it important for trustees to become informed and active on the federal level, it may be even more important to do the same at the local and state levels. Here the significant road to

THE TRUSTEE AS A POLITICAL ANIMAL

follow is the one that leads to the appropriations committee. As competition for money becomes more intense, and as programs in community colleges move to meet the challenges of the 21st century, it behooves local trustees to learn and act.

First, trustees need to know and appreciate their potential clout in state and local governments. According to figures compiled by ACCT, there are now 650 district boards of trustees in the United States. Assuming an average of nine persons on each board, multiply nine by the number of boards in your state.

Or consider your constituency: the administrators, staff, faculty, and students at your college. How many can be activated to support a community college cause?

According to U.S. Department of Education Statistics (National Center for Education Statistics, State Higher Education Profiles, 1988) two-year public institutions receive 69.2 percent of their revenue from state and local appropriations. This means that the political attention of local boards should be directed mainly to the sources of money available to the institutions involved.

What form should the activities take? Several of George Potter's suggestions follow, and apply to both state and federal legislators:

1. Periodically visit the legislator's office.
2. Periodically invite legislators to your campus, especially when there are lots of voters and media representatives around.
3. Meet with legislators at the beginning of each legislative session and present an outline of community college priorities.
4. Discover community leaders and other friends of the college who have influence with the legislator involved and ask them to make contact pro and con as the need arises.
5. Honor legislators for good work: awards, honorary degrees, naming buildings, etc. Remember to thank them when they have done something positive for your college too.
6. Contribute money and effort to the campaigns of legislators who help.
7. Get to know legislators personally on a first-name basis. Keep in touch with them throughout the year. Remember Lyndon Johnson's advice: "The time to make friends is before you need them."

The sixth item raises some side issues. First, obviously the college cannot contribute money from public sources. Money, therefore, must come, if at all, from individual board members. Since most board members are unpaid, and sacrifice considerably to even serve on the board, should they dig down to make a financial contribution? Yes—even a token amount is recognized and appreciated.

Other than money, a trustee can always contribute help, and many times this is appreciated much more than money. This would mean in most cases becoming involved in partisan politics: some trustees seem to regard such activity as some kind of risk. The fact

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and participation by a trustee, unless it becomes bitterly personal, is recognized, accepted, and even admired by all concerned. In states where one party is dominant, participation is possibly expected, and here again will be beneficial to the board member and indirectly to the college. Stuffing ballots, manning telephones, ringing doorbells, putting up lawn signs—get busy!

To conclude: To the multi-faceted role trustees play, that of the leader, policy maker, educator, financier, we must add the role of politician and recognize it as such. Trustees must practice it and follow it. The rewards it can bring, personally and to the college, are great. The failure to be active simply means that appropriations and programs will flow in other directions.

So trustees—act like the political animals you actually are. It does not hurt a bit, and you'll find it might even be fun! ■

—Keith Skelton, Trustee
Portland Community College
Portland, Oregon

From Concept Reality

Community Colleges as Community Catalysts

by Robert Theobald, Futurist
Keynote Speaker
1991 ACCT Annual Convention

Visionary Planning— A Consensus Process

by Neil Admire, President
Lewis and Clark Community College
Godfrey, Illinois

My love affair with the community college movement started in the early '70s when I was the keynote speaker at the American Association of Community and Junior Colleges. I recognized at this time that your institutions had the ability to change the direction of education in the United States fundamentally. I believe that the '90s are the time this potential can be fully realized.

First I want to get a sense of your views about the future. I want to ask you how well you feel the society is working using a one-through-ten scale. The one-through-three range implies that the culture is functioning well with only the growing pains of any society. The four-through-seven range implies that there are significant problems, but they are being taken care of by existing decision-making structures. The eight-through-ten range implies that there are severe problems and that current organizations seem unable to deal with them.

I call this the "Titanic Quiz" because one can draw a parallel to the sinking of the *Titanic*. If you see yourself as being on

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ACCT is now able to offer the team of Robert Theobald and Neil Admire as one of the association's services for local boards. For information contact Elizabeth Rocklin, director of board services for ACCT, (202) 775-4667.

As the decade of the 1980s slipped away, Lewis and Clark Community College in Godfrey, Illinois, needed a better mousetrap for planning. The RiverBend region in our district, a rust-belt of decaying steel, glass, and petroleum industries, also needed new visions for its future. The college had adopted the usual strategic planning models and some of the RiverBend communities had the traditional regional planning studies completed by national outside firms. The college spent an inordinate amount of time keeping the strategic plans updated and the community plans gathered dust on city office bookshelves.

In order to plan in a rapidly changing global environment, with all the challenges of the 21st century looming, many community and college leaders expressed a sense of urgency that a new process was required. What evolved was a unique process that has created extremely strong bonds between the college and its community, and has left all participants feeling they are an integral part of and have an ownership in the plans for their college and the future of their community.

The process began with a commitment of the board and the president to bring representatives of all employee groups of the college together. The goal was to create a forum for discussion of a renewed commitment to the college. A decision was also made to bring in a consultant, specifically a futurist, to guide the

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COMMUNITY COLLEGES AS
COMMUNITY CATALYSTS

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the ship before it hits the iceberg—and you are travelling first class—you will be in the one-through-three range. If you know the ship has hit the iceberg but you believe that it is unsinkable, you'll be in the four-through-seven range. And if you know that the ship is sinking, and are aware that there are not enough lifeboats, then you'll be in the eight-through-ten range.

I'd like you to stop for a moment and consider your own answer. In reading the rest of my argument I want you to be aware that the vast majority of the responses at the ACCT Convention were in the seven-through-nine area with some tens and sixes and a very few fives. This means that those present agreed on the need for fundamental change. More importantly, my wide experience with many different types of audiences shows that this feeling is general among all sorts of groups, ranging from the most conservative to the most radical.

I have been conducting this quiz for over a decade and there has been a steady upward shift in the figure. Why has this taken place? Part of the reason is obviously the incredible discontinuities with which we are all struggling. I need only hit some of the highlights to remind you of the rapid changes: The fall of the Berlin Wall; the freeing of Eastern Europe; the savings and loan crisis, now estimated to cost \$500 billion; the Iraqi challenge; starvation in the Horn of Africa; banking and life insurance concerns, particularly the BCCI scandal; the collapse of communism and the progressive breakup of the Soviet Union and the ethnic unrest in Yugoslavia, which threatens to spread to many other parts of the world.

These changes are enough to make anybody's head spin. Specifically, from your point of view, they have destroyed the

traditional methods of teaching in a wide range of areas. Textbooks describing social structures and world affairs are now totally out of date. New techniques have to be devised if one is to avoid conveying totally obsolete information. Teachers need more time than ever before to keep up and they need to be encouraged to talk to people in other subject areas in order to understand the implications of developments. Every community college needs to provide more opportunities for communication among faculty, management, and staff and this time must be seen as part of the core activities of employees.

Prediction of the future has become impossible, as my last book, *The Rapids of Change*, made clear. The best we can do, as is the case when riding physical rapids, is to be ready to react as conditions change. I have titled my next book *Turning the Century* to remind people that each of us has a responsibility to act in positive and creative ways if the challenges of the '90s are to be met. My hope is that you will be part of the positive movement which is so urgently needed.

Why is change currently so rapid and how can we be sure that it will continue at this extraordinary rate throughout the '90s? There are five primary forces behind the turbulence. First I will discuss those which are most understood and last those which are only now coming into consciousness.

Ever since the dropping of the atomic bomb, it has been obvious that the role of warfare would change and that its very relevance would be challenged. It took over 40 years for the Soviet Union and the United States to understand this reality and to begin to dismantle their reign of mutual terror. Iraq's invasion of Kuwait and the progressive breakup of Yugoslavia show, however, that the end of the cold war may enhance violence rather than limit it. Tough issues of how arms sales can be limited and when dictators must be constrained are now on the agenda. But

warfare will not end until there is a change in our thinking about personal and group violence. War reflects our personal attitudes and cannot be ended until we choose dialogue rather than violence in conflict situations. Community colleges can help by moving toward non-violent styles in their decision making and help develop them in the community as well.

The publication of *The Silent Spring* by Rachel Carson moved the issue of the environment into consciousness. Today most citizens, particularly those in the developed world, see the environment as a critical issue. The 1992 United Nations Conference on the environment will help us understand that there is a clash between long-run ecological balance and maximum economic growth policies. Successful communities must therefore necessarily learn to do more with less. The community college can be one of the prime movers in developing this direction by mediating the conflict which now exists in every community between the "Chamber" and the "Greens." The way to do this is to think about the quality of life rather than the quantity of goods.

The ability of the individual to impose standards on national governments by appealing to global human rights norms has grown steadily in recent years. This concept of personal rights is now challenging national sovereignty. The Constitution has given American citizens the right to challenge the government since the founding of the country. A recent development is that citizens of nations in the European Economic Community can take their own countries to a European Court and win against them. Unfortunately, there has been an overemphasis on rights in recent decades. Societies can only function well if rights and responsibilities are balanced. Community colleges can develop forms of teaching and learning which encourage people to understand what they can expect from society and what they should contribute to it.

Modern technology is changing life styles and life-cycles in dramatic ways. The concept of holding a single job throughout one's life is almost obsolete. Family patterns are altering fundamentally. The aging of the population will force radical shifts in retirement policy. The combination of video, computers, and sensing devices will revolutionize techniques of learning and manipulation through such approaches as interactive video and virtual reality. Biological knowledge will provide new productive possibilities while raising incredibly difficult moral issues. Community colleges have to keep up with the increasing sophistication of productive tools and ever-growing knowledge, if they are to prepare their students to be effective citizens and workers.

Finally, the very way people think is altering in response to the new conditions. I believe that we are moving out of the industrial era into what I choose to call the compassionate era. The belief in an "objective" universe is being abandoned. We now know that each person's perception of a situation is different, although education has not caught up with this reality. New theories such as "chaos" challenge the basic structures on which the West has built its thinking. This is the new frontier; it is explored in such books as Fritjof Capra's *The Tao of Physics* and *Chaos* by John Gleick. Community colleges therefore need to teach students to learn to learn rather than teaching them a fixed body of knowledge which they are to remember throughout their lives.

The onrush of change we are experiencing emerges from success rather than failure. It is precisely because past goals have been achieved that we can take advantage of new possibilities while coping with emerging problems. The sense of despair and hopelessness which currently prevails among many who see reality clearly is as useless as the mindless optimism of those who deny that the world has changed fundamentally. We all need to be

**I believe that
the community college
will only be effective
as it serves the real needs
of the community.
I like to think of
the community college
as the nerve center
of the community.**

courageous realists; we must face the world as it is and then go about changing it for the better. The essential conflict of the '90s is between those who are prepared to imagine and create fundamental change and those who want to maintain a status quo which is more and more dangerous.

The sense of imminent breakdown which many of you showed in responding to my quiz makes it difficult to build the trust which is a basic requirement for courageous decision making. If you as a board do not know each other well enough to state your real views, then you need to go away on a retreat until you do! The time for adversarial decision making is past. We must learn to work together using the strengths of all those on the board.

Choices for the Community College

I want to tell you about my experience. I have had the opportunity to speak at, observe, and work in many community colleges across the United States. I have also carried out major renewal projects at Eastfield Community College in Dallas, Texas, and Lewis and Clark Community College in the RiverBend area of Illinois. These involved working toward excellence with all sectors of the colleges. I also held three meetings of presidents of community colleges before the Bicentennial, looking at what needed to be done to ensure that

the community colleges were leaders in the 21st century.

Modern management theory assumes that institutions can only work effectively if the people within them have common goals. Alignment is essential if effective operation is to be possible in times of rapid change. Developing this alignment is never easy. But there are rules which can be used to support this work. I learned them at Eastfield College in the '70s:

- there must be an opportunity for involvement of all existing and emerging leaders,
- the people at the top of the institution must be "on board" and willing to be highly supportive,
- goals and directions must be developed which are generally understood and accepted,
- those involved must be sophisticated in managing "boundary conditions" between their systems and others,
- coordination must be carried out by people who are primarily interested in human development, rather than in pushing particular programs,
- people must be encouraged to state their real views without fear of reprisal,
- ways must be found to introduce information about the rapidly changing world so that it becomes clear that old solutions will not work while helping people grasp current realities,
- an outsider must be involved to mediate old misunderstandings and feuds and to move the dialogue along. The outsider is, however, "expendable" and may need to be "sacrificed" to keep the process going.

My most recent experience was at Lewis and Clark Community College in Illinois. The board and the president have been committed to supporting both internal and external dynamics. The primary shift internally has been a movement toward collaboration among all those working at the college. The barriers between management, staff, and

faculty have diminished dramatically: the mission statement we developed defines everybody as a "community of learners."

In addition to this internal process, Lewis and Clark benefited from being part of a community-wide effort at the same time. The leadership of the area decided that they needed to think about the future directions of the community. The community college persuaded them to do this work in a way which would encourage involvement. I was lucky to be asked to facilitate the process.

This effort resulted in the development of several hundred new leaders who are now changing the dynamics of the area. Lewis and Clark benefited enormously because perceptions of its strengths were transformed. Because all the leadership meetings, and many other sessions, were held at the college, people became aware of what Lewis and Clark had to offer. The combination of changes in outside perception and inside image has been very powerful.

In addition, new money was found to support both community and college activities. Some of it came from the community itself, particularly the businesses in the area. Even more exciting, for the long run, is the growing credibility of the college and the way in which it is now being approached to write grant applications on subjects rather than having to fight its way into the funding system. (For more information on the Lewis and Clark experience, see the companion piece in this issue.)

College and Community

There are two dominant views of community college missions at the current time. One of them suggests that the community college can set its own mission statement for itself, choosing those things which it does and those it ignores. The other suggests that the community college is a "servant" of the community and exists

to serve its needs. This latter model draws from the work on "servant leadership" of Robert Greenleaf. (Trustees will be particularly interested in a pamphlet he developed on their role in securing change.)

I believe that the community college will only be effective as it serves the real needs of the community. I like to think of the community college as the nerve center of the community. It is there to respond to the developing issues in the community, providing knowledge as it is required. The community college is responsive to the demands made on it. Its chief task is to develop and maintain the styles and contacts which enable people in the community to see it as relevant. Colleges such as Miami-Dade Community College in Florida, especially the Medical Center campus, show that such an approach can be successful.

Now let me look all too briefly at the ways in which the community college can serve the community. The barriers which separate the community college from the community need to be progressively diminished. The community college should be seen less as a campus and more as a presence which pervades the community. More and more of the classes should take place off campus. More and more of the instructors should be people who work in the community but have the skills to teach what they know.

There should be ever-increasing coordination among the community college and other agencies which exist to serve the community. The community college computer system can serve increasingly as a tool to keep the community informed about its situation and needs. One of the possibilities would be to create a community quality of life index which would help people see whether they were moving toward their chosen goals or slipping away from them. Each community would determine its own unique goals rather than measuring them against national standards, as was often the case in the past. I

have developed an approach to create such a system of measurement.

The new telecommunications technologies support these changes. Distance learning is more and more feasible. There is no need for people to travel to a campus; they can learn closer to their own homes. Campuses which need more classroom space can consider many options, among them:

- using space in schools, churches, and businesses at times when it is not being used by these organizations,
- investing in sophisticated telecommunications centers,
- creating small satellite centers to limit travel; this will anticipate the inevitable increase in the cost of gasoline and the consequent decrease in the ability of students to afford travel.

The most dramatic shift which emerges with growing integration into the community is that the agenda of the campus is not set primarily by those on the campus but by the customers of the institution. Listening becomes the key skill because if you, as trustees, know what is wanted and how it can be provided, then you do have the proverbial better mousetrap and people will indeed beat a path to your door. This is the approach which is being used by more and more organizations. When it was adopted by Lewis and Clark Community College, enrollment rose by 50 percent over a three-year period. The percentage of minorities who see the college as relevant to their needs has increased dramatically.

Learning opportunities must be at the center of the society in the 21st century. Community colleges have the best opportunity to set up systems which can achieve this result. It is my belief that your organization has a key role to play and that your board and executive director are committed to this result. I hope that you will choose to get involved. The shape of America as we enter the third millennium could be significantly different if most of you accept this challenge. ■

VISIONARY PLANNING—
A CONSENSUS PROCESS

continued from page 5

discussions. We eventually chose Robert Theobald, who is also an economist. Why a futurist? The board of trustees and I believed the rapidly changing events in the world would have a significant impact on the college and the community in this decade.

The question arose, "How do we expand the vision of a self-contained college and a community with lingering hopes of bringing back the glory of a past industrial era?" Concurrently with these concerns, we were looking for ways to put "community" into the college so as to enhance and strengthen the image of the college. We developed a strategy to bring in a few community leaders to "look us over" and provide counsel to the president and the board. My first "Distinguished Advisor" was a prominent local businessman, Nick Maggos. We spent hours talking about the future of the college, while also exposing him to the internal functioning of the college. We eventually "hired" three additional Distinguished Advisors, drawing up an official contract with a salary of one dollar per year. They have been invaluable in interpreting the college to the community and providing feedback to the college.

A campus-wide committee of faculty, classified, classified-exempt, professional staff, and managers was created to work with Bob Theobald. Their charge was to develop a statement of common commitment. We hoped that all employees of the college would feel ownership in it. With this in place, our objective was to level the structure for planning purposes. The board and I provided no input to the committee, but indicated we would be supportive of its work. The college, at this juncture, had an organized Faculty Association (NEA-IEA) with militant leadership. The other employees were not formally organized into

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a collective bargaining unit.

Shortly after the campus committee began to function, discussions among the leadership of the RiverBend communities began to focus on the need to develop a blueprint for survival. Nick Maggos and I, meeting with various community leaders, conceived a plan to forgo the traditional study and to formulate a grassroots community process to involve hundreds of citizens in determining the future of their cities. Robert Theobald was hired as a consultant to lead the effort. Funding for the "RiverBend in the '90s" project was raised within the business and industrial community.

The process was highly successful, involving over 500 citizens and educators working together in 20 committees. It increased understanding and strengthened relationships among the college, public school educators, and the community. The process also provided an objective forum for debate on RiverBend issues, developed new leadership in the area, and led to a continuous planning process involving grassroots input and consensus building.

The process within both the internal college committee and the community planning groups eliminated many existing barriers. The internal campus committee met for a year, usually with Bob Theobald, debating its purpose, searching for its common mission, and struggling slowly toward a consensus statement that reflected the challenges of tomorrow's educators. The committee constantly sought input from colleagues, insuring that their deliberations would have universal acceptance. The involvement of a consultant, which lessened as the committee bonded, was to prove invaluable. He kept the committee focused on a broad vision, with realistic expectations of current education methodologies and the demands of an ever-changing process in the future.

The committee wrote a one-page statement of commitment and vision for the academic process and enthusiastically claimed ownership. The document established the basis for a new mission statement for the college and an employee-based commitment to the learning process that was significant. Committee members challenged themselves and all employees of the college to live as a "community of learners," dedicated to bringing the concept of "learning to learn" into the total process of teaching and learning in the college. All employees, on a voluntary basis, signed a commitment document and have it displayed in their work place.

The campus statement and process led to the formation of a Vision 2000 Committee involving a broader base of all employee groups in the college, students, and members from the community. Seventy percent of the committee of 53 people were comprised of community citizens. Once again, Bob Theobald was hired to lead the Vision 2000 Committee, which was charged to develop a mission statement and to recommend goals and objectives for the college which could be met in this decade. The Vision 2000 Committee met on five occasions to

complete its work. The first session addressed global conditions presented by the consultant, thoughts on the college and its future by me, and a discussion on the statement developed by the internal campus committee. The second and third meetings were held on a Friday afternoon and a Saturday morning at a local motel. The task was to develop a mission statement for all members, and for three subcommittees to develop ideas in the areas of community involvement, tech prep programs, and academic instruction.

The Vision 2000 Committee completed its work after the third session. I then met with the sub-committee chairs to discuss a first draft of the mission, goals, and objectives developed by the committees. The reports were presented to the Lewis and Clark Community College Board, unedited, at a regular meeting.

During a one-month period between the preliminary committee report and the final report for the board adoption, I worked closely with the faculty and staff to finalize the mission statement and the Vision 2000 goals. This work essentially brought the process full circle. The mission and goals enjoyed the support of the board, the community, students, faculty, staff, and management. The process also has led to new and creative partnerships between the college and the public schools. The process of developing and refining the objectives will continue with the community, faculty, staff, and me on a regular basis.

What were the benefits of the process for the community and its college? I believe there were many, obviously some measurable and some not. The significant gains were characterized by:

- creating a new understanding between the community and the college through a team effort;
- developing shared goals, shared commitments, and an expanded ownership in the college;

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- providing a new process for determining the college's and community's future;
- enhancing the college's image in the community as a major resource;
- galvanizing the college employee groups as having a common mission as a "community of learners";
- expanding the vision of the college and the RiverBend area to include the challenges of living in a global setting;
- giving new meaning to the phrase, "shared governance" as characterized by the college organization having been flattened for the purpose of collective decision making;
- providing the students and customers of the college with a feeling of involvement in the college process;
- bringing alive the planning process not as a burden, but as a means of involvement in each person's future;
- generating a new harmony among college employees that leads to new and innovative horizons, never before possible.

This commitment to bring the community into the college and move the college out into the community is producing significant enrollment and financial growth for the college, but more importantly, it has firmly entrenched the college in the life of its community.

We have achieved a new level of excellence, not because we claim it in our public relations materials, but because the community and our customers believe we are doing a good job. The community "discovered" during this three-year process, 1) an outstanding faculty, 2) a dedicated management team, and 3) a devoted classified and professional staff. The process, in the final analysis, worked because of a strong commitment and vision from the board of trustees and the president, the cooperation of all college employee groups, a community that wanted to care about its educational institutions, and the use of an outside consultant. Remarkably, no groups have a perception they have lost power or authority in their current positions, for this sharing brings about a new level of excellence and equity that strengthens all people, the college, and the community.

The planning process became a sharing of goals and objectives that is real, living, and constantly expanding. This was accomplished not because of volumes of printed "do's," but because the process had meaning for the many hundreds of participants who brought into the planning process an expanded vision of what "can be" if leaders provide a forum for such visions to flourish.

We believe that this type of process can work in any college and community, although the specifics would vary depending on the various levels of involvement and commitment.

—J. Neil Admire, President
Lewis and Clark Community College
Godfrey, Illinois



EMPLOYEE RELATIONS

Staff Development and the State Audit: Planning the Answers before the Questions are Asked

For the past five years, St. Petersburg Junior College in St. Petersburg, Florida, has carried out a major commitment to professional development by offering every faculty member the opportunity to attend the International Conference on Teaching Excellence, sponsored by the National Institute for Staff and Organizational Development (NISOD) at The University of Texas in Austin. With more than 300 faculty and staff taking advantage of the opportunity, the experience has resulted in an extremely valuable college initiative. But the boldness of the commitment brought close scrutiny from state auditors, and therein lie lessons that could be instructive to community college trustees: (1) trustees should actively support professional development at their colleges, and (2) they should do so with careful planning and an eye toward anticipating what could raise audit questions.

The idea for the comprehensive faculty development project came from the Faculty Governance Organization (FGO) at a time when the college was reviewing its staff and program development activities and looking for ways to improve faculty participation in professional development. At St. Petersburg, probably as at many colleges, a small percentage of faculty and staff attended professional conferences and for the most part the same people participated each year. The key challenge was to

find ways to involve a higher percentage of veteran faculty who were non-active or minimally active in professional development.

Acting on the Faculty Governance recommendation, college president Carl M. Kuttler, Jr., brought the idea before the board of trustees. It appeared the NISOD conference's emphasis on teaching excellence, with workshops and sessions on almost every topic related to teaching, student services, and leadership, offered the quality and comprehensiveness on which to base such a major professional development initiative. Consequently, the board of trustees agreed to support with staff and program development funds the commitment to provide the opportunity for all full-time faculty to attend the International Conference on Teaching Excellence.

The board and president recognized that this commitment would require the college to send an unusual number of faculty and staff to a single conference—50 or more each year. Planning and justification are always important, but when funds are committed to activities that are extraordinary to common procedures, it is imperative that steps be taken to ensure that answers are established before the questions arrive. Knowing this, the college took steps to cover all bases. From St. Petersburg's experience, the following actions provide good insurance and a sound basis for defending the kind of commitment the trustees made.

Communicate the Plan

Advance communication, both internally and externally, was imperative. Because the Faculty Governance

Organization helped initiate the plan, there was no need to sell them on the project, but there was the need to get their help in explaining and supporting the plan college-wide. However, faculty governance support does not automatically carry total faculty support. In fact, there was vocal skepticism about the value of the NISOD initiative. The best and most positive communication occurred when the first group sent to the conference returned with great enthusiasm for the project.

Externally, St. Petersburg's president consulted with the executive director of the State Board of Community Colleges and gave the rationale and background for the plan. And, with four Faculty Governance Organization leaders, he advised the editorial board of the *St. Petersburg Times*, the local newspaper with a strong investigative bent, of the plan and the reasons for doing it.

Contain Costs

The college agreed to pay for conference registration, travel, and rooms. Participants paid for their own meals and any other incidental expenses and were lodged three to a room. Through negotiation, the airlines discounted fares as much as 70 percent, the hotels gave special rates, and NISOD reduced registration fees. Only full-time faculty and staff could attend and only once.

Build in Accountability

When they returned, attendees were required to complete evaluation forms and encouraged to suggest ways to make more valuable the NISOD experience in improving teaching and services at St. Petersburg. These evaluations were kept on file. Participants were asked to submit

a description of at least one session or idea that they planned to implement or that they felt would be worth considering for their department, campus, or college wide. Faculty members also reported in discipline meetings and other settings on useful programs and practices they learned about at the conference. Because one of the primary aims of participation in the conference was to have faculty bring back and put into practice exemplary programs and instructional techniques, faculty who were retiring during the year of the conference were not eligible to attend. Although the conference contains an administrators' component, administrative attendance from the college was low priority and kept to a minimum.

Evaluate the Results

Accountability and evaluation go hand in hand. The formal evaluation process required of each group that attended the conference provided documentation of levels of satisfaction and served as a means of fine tuning the overall experience. In addition to the formal evaluation, many faculty members wrote unsolicited notes and letters to the college president usually expressing their thanks for the opportunity to attend the conference and extolling the benefits derived from going. Perhaps the most effective evaluation, known but not documented, was the network of comments, stories, and photos that each returning group shared with its colleagues.

Maintain the Commitment

If the evaluation shows that the project is meeting its goals and contributing to the health of the college, do not back off the promised support. The first group of 50 participants, mostly veteran faculty, set the tone for success. Their experiences, enthusiastically related to their colleagues, made going to the conference a worthwhile "special" professional development project. The next year 110 faculty and staff went (and

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most of the previous 50 wanted to go again). Such an ambitious number could have been problematic, and indeed the college president brought to the trustees news of some concerns at the state level. But the strong evaluations and the obvious enthusiasm generated college-wide among faculty firmly supported the decision to continue the NISOD initiative.

Plan to Succeed

The success of the project was largely dependent on the response of the participants to the total experience. While the college had no control over the quality of the conference sessions and workshops, it did have responsibility for making the circumstances of attendance as pleasant and conducive to learning as possible. Thus, it was imperative that the travel and lodging plans be well planned, communicated in advance, and coordinated as smoothly as possible. In addition to centralizing these tasks by giving the responsibility to an associate vice president for educational and student services, the college presi-

dent also maintained high profile support by traveling and attending the conference along with faculty and staff. By word and example, he made it clear that the first priority was attendance at the conference sessions, but he helped create a relaxed, non-hierarchical framework in which this priority was to occur by taking every occasion to interact informally with faculty members, by hosting an ice cream social especially for St. Petersburg people, and by leading side trips built into the conference program.

By taking these steps, St. Petersburg Junior College achieved success with a bold initiative that has invigorated the educational heart of the college. Each returning group of participants confirmed the value of the project. There were tangible results: faculty organized "mini-NISOD" conferences on their own campuses and devoted that format to a college-wide inservice day; more than 300 faculty have had the opportunity to learn of exemplary instructional practices and technologies and in doing so have a basis of comparison which affords them a new perspective on their and the college's own strengths and points of excellence.

And there were intangible results: being a multi-campus college, many faculty did not know their colleagues on other sites, but the NISOD experience brought them together not only physically but also created a camaraderie that one participant said was "a much closer professional community banded together in a common cause." Not only was a greater sense of institutional community achieved, the interaction at the conference among community college people nationally and internationally resulted in a "shock of recognition" for St. Petersburg faculty and staff that bolstered their sense of being part of that larger "community of mission" represented by the community college movement.

If St. Petersburg's ambitious professional development commitment succeeded beyond expectations, it also succeeded according to expectation.



NATURE OF TRUSTEESHIP

The 1990 annual audit brought a request that the college, in writing, present information justifying the practice and value of sending faculty and staff to the International Conference on Teaching Excellence.

It was almost a pleasure to answer the request, because it had not only been expected, it had been prepared for. The response gave the rationale for the project and the reasons for choosing the NISOD conference. It pointed out the faculty involvement, the board of trustees' knowledge and approval of the initiative, the communication of the plan to the state board and the media, and the efforts made to contain costs. Pointing out the accountability measures, the college also described the direct benefits that had accrued and characterized the whole venture as an investment in professional development that had paid documented dividends. Examples of the evaluations and informal comments were appended to the letter as documentation.

St. Petersburg's response satisfied the auditors. The only follow-up question was one the college trustees, the president, and Faculty Governance Organization leaders had to answer for themselves: Should the project continue? The question arose not because of the audit but because of mandated budget reductions necessitated by state revenue shortfalls. The answer was "yes." Supported by auxiliary funds rather than state tax dollars from the college's general fund, 50 faculty members attended the 1991 NISOD conference reaffirming the college's commitment to professional development and to sound management of fiscal resources. ■

—Jack Crocker
former Associate Vice President
for Educational and Student Services,
St. Petersburg Junior College,
St. Petersburg, Florida

Trustees "Keep the Vision" for Community Colleges

Featured speakers at ACCT's 1991 Regional Seminars described the role of trustees as "keeping the vision" for community colleges.

"Trustees hold the vision for the community college movement: You hold the values, you hold the beliefs, you understand the common good your colleges are trying to achieve," said Jo Ann Lynch, program director for community development at Lilly Endowment, Inc. Community trusteeship is a major project of the Lilly Endowment, which is



Jo Ann Lynch of the Lilly Endowment encourages trustees to have a shared vision of the future of their institutions.

concerned about the health of the non-profit sector.

To begin the process of developing trusteeship, Lynch said trustees must first learn about the organization, its mission, its public, then look at the role as an individual, as a trustee.

"Leaders who are very clear about their vocations and their mission have a very sharp focus on where they can best distribute their time and talent," said Lynch.

She summed up, "To be most effective, you must be deeply rooted in the history of your institution; you need to know the mission, which is based on similar values and beliefs; you need a clear understanding of who you are serving; you need to know who benefits from your institution; and you need to have a shared vision of your future."

"You must be the people with the vision," said Carolyn Warner, education consultant and former Arizona State Superintendent of Public Instruction. "Through your leadership, sense of responsibility, and willingness to put responsibility to work, you cause achievement to happen."

"You are leaders, and you have the ability to empower yourselves and others," said Warner. She went on to say empowerment does not mean the leader cedes power to others; it enables creative leaders to expand their base of influence, to share power, and is personally enriching.

"The whole community college can be an excellence and opportunity team," she said, "enlarging the consensus. Empower others to help carry the vision."

According to Warner, the primary responsibilities of leaders are to:

- brood creatively, evaluate your purpose,
- convert large problems into opportunities, and
- inspire people to face difficult challenges.

"You inspire people by example," said Warner. "Your life as an example to others will move, motivate, empower, and create for others more than you will ever know you are giving." ■



ETHICS

College Ethics: Taking the First Step

For decades community college trustees have ruled decisively on everything from million-dollar-budgets to employment and termination, but in recent years they have found their decisions being challenged. Further, their authority is being questioned with concerns for the way they oversee their employee's practices. Some have been squarely faced with litigation. Board members are finding themselves under pressure to justify the reasons for their decisions, and, increasingly, to explain the *ethical* basis for them.

The public outcry against unethical behavior by members of an organization will not, and should not, subside. Trustees and other policy makers and lawmakers must, and will, crack down. At the local level, reviewing the board's performance, including its decision-making process, is a very good place to start. The board of trustees is, after all, the alpha and omega of its community college management and employment practices. Board members expect employees to maintain the highest degree of professional ethics. It seems wise, therefore, for the board to examine its own conduct; it should set the college's ethical example. Certainly when even the hint of questionable practice exists it can be nearly impossible for the president and other employees to serve "at the pleasure of the board." (Joseph F. Kauffman, *At the Pleasure of the Board*, American Council on Education, 1980)

There is evidence of community college trustees taking action to correct perceived or real problems with ethics in their decision-making process. As this

writer found in a 1990-91 survey of community college board ethics statements, some have imposed a strong value system by adopting a Code of Ethics. They have recognized that the credibility of the college, as well as important protection for the board and its employees, is inestimable.

How does one determine whether a board is setting the proper example? Performing a self-analysis should be one of the very first tasks. As sensitively and honestly as possible, board members should assess their own conduct and those of fellow board members. One place to start is with the following self-assessment test, or one like it. Such an examination should focus attention on the ethical decision-making responsibilities

which are, after all, in the board's care.

The aura of trust given members of a community college board makes imperative the need for mindful, mutual, ethical, decision making. A written Code of Ethics statement, attended to by the trustees at every occasion and reviewed annually, should be a strong signal for all in the college. Whether discussing harassment, equity, accessibility, teaching, administering, or board action, the real name of the game is *Ethical Behavior*; and all of it is in the board's domain. ■

—John J. Pihoda, Senior Consultant
Growth Systems, Tigard, Oregon

(Growth Systems is an independently owned staff development business specializing in implementing organizational change.)

A Board Ethics Test

	Your Board's Score		Your Board's Score
1. a. Does your board (and/or state) have a written Code of Ethics? Yes.....20 Points No.....0 Points, Go to Question No. 2	(20 or 0)	ethics are reviewed and discussed? Yes.....10 Points, No.....0 Points	(10 or 0)
b. Is it in the Board Policy Manual? Yes.....10 Points, No.....0 Points	(10 or 0)	b. Does your board annually set aside time during a public meeting to review its high ethical expectations of all employees of the college? Yes.....20 Points, No.....0 Points	(20 or 0)
c. Did the board develop its own statement (as opposed to having administrators, or others, do it)? Yes.....10 Points, No.....0 Points	(10 or 0)	3. Do you have board members who consistently do not do their "homework" for board meetings? Yes.....0 Points, No.....10 Points	(0 or 10)
d. Does every new board member receive a copy of the Code of Ethics <i>BEFORE</i> his/her first board meeting? Yes.....10 Points, No.....0 Points	(10 or 0)	4. Are you aware of board members who discuss college problems, personnel, other concerns, and college matters when they are not in board meetings? Yes.....0 Points, No.....10 Points	(0 or 10)
2. a. Does your board regularly set aside time during a board meeting, in a "retreat", or in some other setting where board			
TOTAL SCORE: _____			

Understanding Your Score, and What to Do

0—30 Points

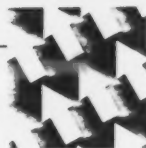
Emergency!!! Call someone NOW. Your nearby university may have a specialist who has assisted other boards in analyzing their actions. If not, you should find an organization that does. The point is, do not wait to take action. A board meeting or retreat should be devoted to reinforcing, reviewing, and helping your board develop its own set of ethical standards. The cost will be minimal compared to the stress, anxiety, and possible litigation board members face without a strong code of ethics to support their decision making.

40—70 Points

Your college board seems to be on the right track. Although it probably will not require as intensive a session as the above group, a few hours spent each year in a "brush-up" meeting cannot help but keep your board sharp.

80—100 Points

Oh, my! How wonderful. And rare. Few boards appear as far advanced. However, like the 40-70 point group, an annual "brush-up" session dedicated to the continued practice of ethical boardmanship will certainly strengthen your college's decision-making image.



TRENDS AND ISSUES

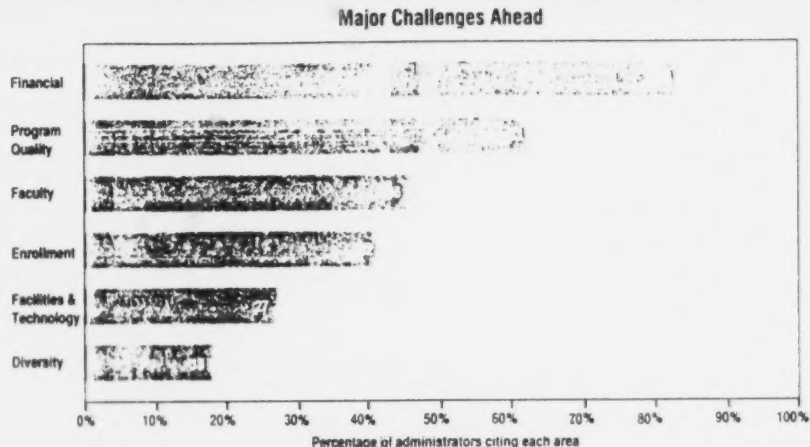
Lack of Financial Resources Considered Greatest Challenge Facing Colleges

The proportion of administrators who judge the financial well-being of their institutions to be "excellent" or "very good" has declined significantly, from 47 percent one year ago to 35 percent today, according to a survey by the American Council on Education. One in four administrators this year said that their institution's financial condition was "fair" or "poor." Overall financial condition at their two-year public college was considered "excellent" or "very good" by 39 percent of administrators and "fair" or "poor" by 17 percent.

The findings are included in *Campus Trends, 1991*, which details results of ACE's eighth annual survey on changes taking place in the academic and administrative practices of American colleges and universities.

"Clearly, as a vast majority of our survey respondents told us, adequate financial resources present the greatest challenge of any issue facing higher education in the years ahead," said Elaine El-Khawas, vice president for policy analysis and research at ACE and author of the report. "The severity of this problem, the worst in years, suggests that it may be useful to take a closer look at the whole question of how postsecondary education is financed in this country."

"It should be recognized that many colleges and universities expect further deterioration in their financial circumstances," the report notes. "These survey responses were obtained in the



Source: *Campus Trends, 1991*, American Council on Education

spring of 1991, before many campuses knew the full details of what their next year's budget would be like."

To cope with mid-year budget cuts in the 1990-91 academic year, many community, technical, and junior colleges were forced to hold off expenditures for buildings and equipment, increase student fees, and reduce the number of courses and sections offered. Two-year colleges were also forced to reduce support services for students, increase class size, hold off introducing new programs, and reallocate resources.

Forty-five percent of all colleges and universities reported mid-year budget cuts: 64 percent of public four-year institutions, 47 percent of public two-year colleges, and 34 percent of independent institutions.

Other issues most often cited by respondents from public two-year colleges as among their top three concerns were program quality (66 percent) and faculty issues (46 percent). These concerns closely matched those from all colleges and universities.

As the report says, "Threats to pro-

gram quality are very much a concern. The theme drawn from responses of administrators about their major challenges is especially one of doing more with less; many feel pressure to improve the curriculum or strengthen programs with fewer resources to do so.

"Administrators were nearly unanimous in agreeing that cost containment will be a big issue in the 1990s," said the report.

In addition to changes in financial circumstances, other changes described by the report include:

- strong enrollment gains for two-year colleges,
- a decrease in first-time enrollments for a substantial number of four-year institutions,
- some gains in hiring of minority faculty and women faculty, and
- increasing use of student assessment methods as part of accrediting self-studies.

Copies of *Campus Trends, 1991* are available for \$13.00, prepaid, from: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington, DC 20036.

CALENDAR

Trustee Education Opportunities

January–April, 1992

January

12–14

AGB Institute for Board Chairs and Presidents of Independent Institutions
Winston-Salem, NC

22–25

American Council on Education Annual Meeting
Washington, DC

27–28

Trustees Association for Community and Technical Colleges of Washington State:
Winter Conference and New Trustee Orientation
Olympia, WA

February

5

Nebraska Technical Community College Association
Lincoln, NE

6–7

AGB Workshop: Strategic Responses to Financial Realities for Public Institutions and Systems
Washington, DC

13

Arizona Community College Association
Phoenix, AZ

March

1–3

ACCT National Legislative Seminar
Washington, DC

8–10

AGB National Conference on Trusteeship
San Francisco, CA

April

5–8

American Association for Higher Education Annual Meeting
Washington, DC

6–7

Pennsylvania Federation of Community College Trustees
Harrisburg, PA

11–14

AACJC Annual Meeting
Phoenix, AZ

30–May 2

ACCT Pacific Region Seminar
Portland, OR

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Richardson, Richard C., Jr. "The Trustee Role in Helping Diverse Students Achieve." Winter 1991, pp. 2–5.

"Los Rios Community College District Transfer Students Do Well." Fall 1991, p. 16.

Community Relations

Jones, Karen. "Washington Trustees Develop Statewide Communications Plan." Winter 1991, pp. 11, 16.

"The Trustee Role in the College's Public Relations Plan." Summer 1991, pp. 13–14.

Education Trends and Issues

"Campus Trends Report Focuses on Faculty Shortages, Curriculum." Winter 1991, p. 14.

Employee Relations

"Community College Wellness Programs Benefit Employees and Colleges." Spring 1991, pp. 11–12.

Rogers, Beth. "Recruiting and Retaining Minority Faculty." Spring 1991, pp. 6–10.

Ethics

Burton, R. Nicholas and Novak, Charles R. "An Ethics Policy for Richland Community College." Winter 1991, pp. 12–13.

Financial/Business Policies

"The Economic Impact of Garden City Community College." Fall 1991, pp. 14–15.

"Large Gifts Show Community College Fundraising Has Come of Age." Spring 1991, pp. 13, 15.

North Carolina Education Leaders Speak Out About Consequences of Budget Cuts." Summer 1991, pp. 11–12.

Resnik, Estelle. "Community College Finance: Toward a Reconceptualization." Winter 1991, pp. 6–10.

"Rhode Island Comprehensive Salary Reduction Plan Averts Crisis." Summer 1991, pp. 11–12.

Vincent, William E. "Resolving the Deficit Dilemma." Fall 1991, pp. 2–4.

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SPRING 1992

QUARTERLY

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New Opportunities for Colleges to Promote Community Service

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Enhancing the Quality of the Community College through Board Leadership

Role of the Board

The traditional role of the college board is to hire the president, set policy, approve the budget, and support the president during her or his tenure of office. The local board of a public community college has additional responsibilities which result from (1) serving a local population which pays taxes directly to support it and (2) offering certain programs and services which are designed for that local community.

The community college board serves a fiduciary, or trustee, responsibility for its college's operation. This responsibility extends to establishing mission and programs and evaluating the effectiveness and efficiency of the college's performance. In practice, this is carried out by the college staff under the authority of the president. Because of evolving social, cultural and economic conditions, and the community college mandate to provide educational service to its local community, changes in programs and services occur more frequently than at traditional senior institutions. As a result, comprehensive college planning becomes an urgent priority. The college board must participate in



setting the basic conditions and scope of planning, as such planning impacts squarely on the general public and community institutions who are both recipients and supporters of college services.

In sum, the role of the community college board of hiring the president, setting policy, approving the budget, and supporting the president just partly fulfills its responsibilities for college governance, development, and excellence. Additional board responsibilities impose serious demands on board qualifications, knowledge, and participation in college governance. This article discusses those responsibilities, specifies the qualifications required to meet them, and describes how board leadership in governance can enhance the quality of the college and complement the efforts of

the president and professional staff.

Role of the President

The president is hired to manage the college operation and maintain its effectiveness across time. The president, as chief executive officer, carries full responsibility for programs and services, resource management, staff, and community relationships.

In the traditional literature, the functions of management are comprised of planning, organizing, directing, and controlling. These terms suggest heavy emphasis on identifying tasks to be done and seeing that human effort and physical resources are directed to accomplishing the tasks. In recent years, emphasis has shifted to include also the *leadership* role of the CEO. Leadership is a term which emphasizes the human aspects of discovering and implementing institutional purpose and programs, rather than task management.

Much has been written recently on whether leadership and management are basically dissimilar qualities or whether leadership is simply an important component of management. For our purpose let us assume that leadership is a necessary component of management for the community college president. The college president is clearly responsible for creating and articulating a vision of what the enterprise is and should be about, engaging the energy and experience of others in transforming the vision into a plan of action, and securing the resources to do so. In practice, the responsibility for developing and conducting specific educational and support programs is delegated to other administrators and staff, under direct or indirect oversight by the president.

Role of the Community College

The traditional role of the community college includes serving its local community by offering: high quality programs for transfer to senior institutions; career programs for employment in various vocational, technical, and health-related fields; learning skills development (remediation) for young students just out of high school; academic, career, and personal counseling; and a variety of student support services such as financial aid, intramural activities, and job placement. Since the 1970s, programs have been added to serve the special needs of "older" students, to attract and serve minorities, and to provide other community outreach services, the latter often in cooperation with other agencies. Most recently, some colleges are adding programs to directly enhance area economic development efforts.

It is not my intent to portray in detail the broad array of programs at the community college, but to indicate its diverse role and its response to evolving social expectations and community needs. This diversity makes it unique among the realm of educational institutions, from basic through higher education.

It may be difficult for board members to discern the philosophy

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and variety of programs at the community college, since most have had direct personal experience as undergraduate students only with the traditional four-year college or university, and perhaps a professional school within the university.

Changing Programs Create Problems

The first junior college (Joliet, Illinois, 1901), from which the community college concept evolved, was formed entirely to provide recent high school graduates with the first two years of the baccalaureate program in a local community setting, enabling them to transfer readily to a four-year college. The original transfer function has been retained within the community college to this day, but as part of a greatly expanded mission.

Although the number of students of recent post-high-school-age (18-21) at community colleges has remained constant over the past two decades, total enrollments have increased manyfold. This growth has occurred because of a growing diversity of programs and a rapid increase in the number of "older adults" enrolling in many program areas. From 1970 to 1990, the average age of community college credit students has risen from 19 to 29, while total credit enrollment across the country has risen threefold from two million to six million.

During this period, the number and diversity of programs labeled broadly as vocational/technical has also increased. Earlier programs were in areas of business, office occupations, and engineering technologies. Later, programs were added in health and human services, industrial trades and services, hotel and food services, just to name a few. Today, programs are being added in areas of managing the environment and controlling pollution.

As a result of adding new programs and discontinuing existing ones, community colleges experience numerous problems: difficulty in finding qualified faculty to develop and teach the new programs; growing inequity of faculty salaries, since people in certain technical areas receive higher pay; deficiencies in awareness by academic administrators of newly emerging community and occupational needs; and changes in the type and amount of space needs. These conditions are associated with dynamic institutions, but add to the normal concerns with which boards must cope.

Community college staff work hard to be responsive to the educational needs of population groups, institutions, and business and industry. During recent years, employers have placed increased emphasis on training and education of their employees in areas of work and technical skills, management, and group performance.

and often look to the local community college for assistance. These challenges and the colleges' response to them present serious implications to boards for mission, programs, cost, quality, relevance, funding, and the integrity of established programs.

A quite different issue facing community colleges is the large number of students who leave local schools without learning skills necessary to move into the world of work or college. As a result, the community college is directing more of its resources to developmental or basic skills education, both for young people and older adults. Business organizations are documenting and bemoaning the deficiencies of many young adults whom they employ. Part of the problem grows from the increasing demands for learning skills which technology and automated systems impose on employees. Willard Daggett makes an impressive case that there will be serious social and economic implications in this country if our system of education does not respond to the changing nature of work. (Daggett, W.R. "The Changing Nature of Work—A Challenge to Education." Speech to Kansas legislative and educational leaders, October 1989.)

The National Center on Education and the Economy concludes that we face a deadly choice between preparing our young people with appropriate civic and work skills and having a society of low wages and productivity. (National Center on Education and the Economy, *America's Choice: High Skills or Low Wages*. The Report of the Commission on the Skills of the American Workforce, June 1990.) These statements by Daggett and the National Center are "must reads" for community college board members and others who help shape our total educational system.

Clearly, the community college faces serious challenges (and opportunities). Perhaps the major external threat is the pressure on many of our state governments to reduce support to education and human services in order to balance budgets. This threat introduces basic concerns to administrators and boards alike, in the face of growing, more complex demands for educational services.

Barriers to Board Effectiveness

Boards at locally governed community colleges must play a significant, yet delicate, role if the college is to perform effectively across time. As noted earlier, a key board function is to hire the president to serve as chief executive officer and then to support the president. During periods of strong presidential leadership, the board's role may be one of assuring credibility and consensus

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regarding plans for college development, maintaining adequate financial support, and otherwise supporting the president's initiative in organizational, resource, and program development. However, Enid Jones, director of research at AACJC, estimates the average tenure of the president to be just five to six years, and it is not unusual for a college to experience three presidents within ten years. The result may be weak leadership, an inconsistent or vague vision of the college's direction, and, perhaps most damaging of all, a discouraged professional staff.

During such times, the board must become more actively involved in creating and implementing plans for college operation and renewal. But in doing so it runs several risks, including those of administrative meddling, of not understanding the internal dynamics of the college operations, and of taking action without having a clear vision of the diverse and intricate role the college plays in response to educational needs of the service area.

A challenge common to all college boards is to form an effective group whose members become acclimated to the diversity of viewpoints, personalities, and other characteristics of individual members. This is no small task, as members often have had but limited contact with each other before coming together in board service. Board members also tend to be drawn from varied backgrounds and experiences. They may be CEOs of corporate units; community service volunteers; traditional professionals, such as attorneys, physicians, or accountants; mid-management professionals, such as personnel managers or sales managers; or local government officials.

Forming effective groups has always been a difficult process in a society which values individual performances so highly, and the process has been made more difficult in recent years by open meeting laws.

Open meeting laws exist in all 50 states and tend to restrict or prevent informal sessions during which board members might become better acquainted personally and professionally. Although they offer real right-to-know advantages to the general public, they restrict the process of individuals melding into an effective action group where members learn to understand and communicate with each other. Such laws also restrict frank and personal discussion of specific issues which boards face. Boards must discover legitimate ways to deal with this problem.

Clark Kerr and Marian Gade have identified several types of college and university boards, ranging from the "dominated"

board, to the "consensus" board, to the "fractionated" board. Dominated boards may be controlled by the chair, an external group, or an executive group within the board. The consensual group tries to seek participation and agreement among all board members. The fractionated board may have members committed to varied and conflicting external organizations. Members of a fractionated board tend to have single interests or agendas which may not be in the best interest of the college overall. An ongoing task of community college boards is to supersede single and external interests in setting the agenda for college governance and development. (Kerr, C., and Gade, M.L. *The Guardians: Boards of Trustees of American Colleges and Universities*. Association of Governing Boards of Universities and Colleges, 1989.)

Based upon their personal educational backgrounds, it is understandable that board members may find it difficult to grasp the many issues facing their college. (Ideally, presidents should serve as master teachers to remedy this deficiency, and many do.) Unfortunately, this problem of not grasping basic issues may restrict board members' ability to take a leadership role in guiding and supporting the changes within the community college required to meet evolving conditions and community needs.

A key challenge for board members is to support only those programs which the community college can offer successfully without distorting its mission and ongoing college operations. The board should insist that plans and priorities for program development be created carefully and that programs be evaluated periodically. It must remember that perhaps certain programs should not be offered by the college within its mission as an educational institution. (Ernst, R.J. "Knowing When to Just Say No." *Community, Technical and Junior College Journal*. April/May 1991, pp. 41-44.)

Results of Weak Board Performance

Several basic problems may result when a board does not understand and perform its role satisfactorily:

1. The board may become a second source of administrative power, become a "rubber stamp" for administrative proposals, or simply resist all proposals by the administration. If the board is unable to discern its critical role, then, depending on the tendencies of individual members, it will likely resort to any of these unhelpful behaviors.
2. Unless the president is a wise and strong leader, the college may become arrested in its development, and its performance may deteriorate, accompanied by stagnation of president and staff. The means of self-renewal within the college will become weakened, with a resulting emphasis on reacting to day-to-day events rather than being guided by a planned course of college development.

Finally, such a board will not have the understanding necessary to select or evaluate a president, two of its paramount roles. At this point, the critical elements for effectiveness by staff and board will have been seriously weakened. The loss of enthusiasm, vision, professional development, and trust among president, staff, and board may well result in behavior which is predominantly reactive and pedantic, rather than proactive and visionary.

I have attempted to present the position that the community college board is a vital element in the leadership, governance, and development of the college, and that there may be significant board conditions which present barriers to its effectiveness, including:

1. Simply not knowing the comprehensive responsibilities of the board.
2. Not knowing the complex role of the community college in general or of the particular college served.
3. Not understanding the commitment of time and energy required by board members to obtain information, attend meetings, define issues, and make judgments.
4. Not knowing that community college boards have a leadership role, alongside the president, in addition to the fiduciary role of maintaining college operations.
5. Failing to understand that the board (and president) have a responsibility to plan for emerging and future conditions, and to support such planning by staff members, in addition to fine tuning of current resources and programs.
6. Focusing on one program or community interest while ignoring the broad college needs.

Solutions

Fortunately, solutions are available to reduce these barriers.

Kerr and Gade, commenting about boards across all colleges and universities, note that the problem begins with the induction of new board members: new members are not given adequate orientation. Such an orientation should include the review of a set of basic college documents, discussion of the traditions and operating methods of the board, and introduction to the board's legal responsibilities. This orientation may be time-consuming, but it is also essential to the process of assisting new members to prepare for their role. Considerable effort will be required by the president, board chair, board attorney, and key college staff. Failure to provide such orientation suggests that it is simply not worth the time and effort, and that the board's role is perfunctory rather than significant and proactive.

Perhaps one of the most troublesome problems facing a community college board is the need for members to commit considerable time and energy to the role. Most board members are quite active in their own occupational and community service roles,

quite apart from their board roles. It is not unusual for board members to have work commitments of 50 or more hours per week, and certain members have client-driven responsibilities which may prohibit attendance at college board meetings. *Board members must see their college board responsibility as urgently important, or they will simply be unable to find time to fulfill it.* If they view the role of the board as passive, as primarily responding to staff initiatives, rather than as essential in helping the college identify and respond to changing needs, they may be unable to give priority to college work.

Board members must recognize that there are events which simply demand their attention, such as the presidential search, basic new or redirected programs, and comprehensive long-range or strategic planning projects. Long-range plans may culminate in extensive restructuring and upgrading of facilities, and the need for multi-million dollar capital outlay. There are also times when a board and its members may relax and enjoy the show, but they must learn when to reach out and when to relax.

If the community college board is to fulfill an essential role, its members must experience growth and renewal related to their board roles. Boards, like all human groups, are subject to variations in effectiveness across time and changing conditions. The literature in business circles heralds the advantages of empowerment (role clarification, education and training, and acceptance of responsibility) of groups and individuals, continuous improvement, and professional renewal. Both board and president must work together to make this happen. Fortunately, opportunities exist locally, regionally, and nationally.

Boards would do well to plan and conduct day-long or weekend retreats for the purpose of growth, renewal, and preparation for significant college development projects. It is important that the purpose and process for such retreats are well-planned. A simple agenda is best; one which is oriented to issues rather than transmitting information. A recognized community college expert may be used to plan and facilitate such events, but the emphasis should be on board members' development, with all members present and participating.

Regional and national ACCT meetings present another excellent forum for helping board members experience the evolving community college role, board role, and issues facing the college. ACCT meetings are well-planned and presented. For maximum value, all members of a board should be present. The value of such programs for just one or two members is limited, as compared to that for full board attendance, because board effectiveness depends upon involvement, understanding, initiative, vision, and

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consensus among the group rather than the work of individuals.

Although community college boards are comprised of competent lay individuals, their effectiveness is still subject to developing skills unique to each group. Such skills are dependent upon members' awareness of each individual's personality, interests, experiences, styles of interaction, special abilities, work habits, and other qualities. Retreats, ACCT meetings, and even committee meetings can provide a useful forum for skill development if the

purpose of such meetings is exploring and learning rather than arriving at summary decisions.

Each local board operates according to some set of procedures and traditions, but these need to be reviewed periodically in terms of current conditions facing the college and board. The adage that boards are concerned with policy, but not administration, is both simplistic and inadequate. Boards are also concerned with offering new programs, closing out programs, resource requirements, efficiency and effectiveness of college operations, evolving community needs, priorities, and community support. Boards need to develop procedures which support their role in establishing basic directions for colleges, setting priorities, and creating or approving strategies for college development. Procedures must allow for joint leadership and participation with the president early in the formulation of ideas. Such procedures should include guidelines on when and how the board gets involved, and when it disengages and leaves projects in the hands of the college staff.

Finally, the board must agree on expectations for college performance and development, and for the role of the president as chief executive officer. It must then evaluate the performance of the college, the president, and the board in terms of these expectations. Only a board which is committed to the college, understands the college role, and has a vision and plan for its college is likely to fulfill such a process. The board which does not is likely to be detached from its responsibility in college leadership. The vitality of the local community college depends heavily on the commitment, preparation, and participation by its board. ■

—Fred A. Snyder, Trustee
Amarillo College
Amarillo, Texas

(Fred Snyder is a self-employed management consultant and former administrator of community colleges in Pennsylvania and Texas and the Virginia Community College System.)

Community Service Revisited

New Opportunities for Colleges to Promote Community Service

We live in a nation developed in many ways through community service. For some of us who are older, memories stretch back through those of our parents and grandparents to pioneer days when the philosophy of "neighbor helping neighbor" was not a choice, but the key to survival. A barn could not be raised by a farmer and his wife alone, nor could hungry neighbors be denied food when one's own crops might fail next season.

If that philosophy fell from popularity with the onset of "civilization," culminating with the self-interest of the 1980s, it is coming into fashion again. The reason is simple, the same one that drove our forefathers to help each other—survival. Our society has grown to such staggering complexity, with more and more holes developing in national and state "safety nets," that we are finding it necessary to turn back to our own communities for answers. Poverty, hunger, the needs of the homeless and those without medical care, all are getting new attention at the community level.

Can people be taught to care, to demonstrate their concern for others through community service? There are many in community colleges, and on Capitol Hill, who believe they can.

In an article on "Students and Community Service" in the Fall 1989 issue of the *Trustee Quarterly*, Diana Pabst gave several examples of colleges that had developed community service programs.



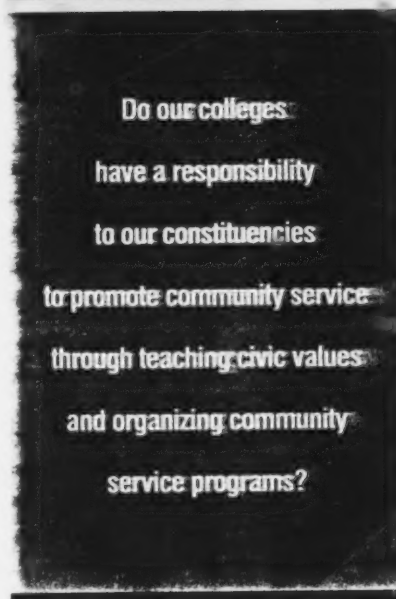
some integrated into the curriculum. Much of the leadership has come from Campus Compact, a national coalition of colleges and universities committed to community service efforts.

The movement has grown since then, including formation of a Campus Compact Center for Community Colleges (CCCCC) at Mesa Community College in Arizona. And there are many new examples of outstanding community service programs from around the nation. College students volunteer as tutors and mentors for younger disadvantaged students in many parts of the country. At Moraine Park Technical College in Wisconsin, civil engineering students volunteer their time to create playgrounds and remodel buildings in areas of need. Lansing Community College in Michigan has set up an Office of Volunteer Services, and through this focus one of its students received the State Humanitarian Award and in July 1991, the National Humanitarian Award. The Fashion Institute of Technology in New York City has developed a student volunteer program through its student clubs, with a minimum of four students from each club who help with soup kitchens, homeless shelters, family service groups, and in other ways.

The list of such programs could be very long. But the list of colleges and students not involved in any formal way with community service would be longer. The reasons are many.

An important one for community colleges is the nature of the student body. With a large percentage of students who work and have families taking up their time, many would find community service too much of a burden. This is a common argument when considering community service as a part of the curriculum, especially as a requirement for graduation.

But even with this consideration aside, a still more important one for community colleges is the administrative and financial burden of adding programs and pro-



jects. At a time when lack of financial resources is considered the greatest challenge facing community colleges, how can a college justify expenditures for what might be labeled altruism?

And this is where interest on Capitol Hill comes into play.

The National and Community Service Act of 1990 (Public Law 101-610, as amended) created the Commission on National and Community Service to provide program funds, training, and technical assistance to states and communities to

develop and expand service opportunities. Some of the intentions of the Act are to:

- 1 Renew the ethic of civic responsibility in the United States.
- 1 Involve youth in programs that benefit the nation and improve their own lives.
- 3 Enable young adults to make a sustained commitment to service by removing barriers created by high education costs, loan indebtedness, and the cost of housing.
- 3 Generate additional volunteer service hours to help meet human, educational, environmental, and public safety needs, particularly those related to poverty.
- 3 Encourage institutions to volunteer their resources and energies and to encourage service among their members, employees, and their affiliates.
- 3 Discover and encourage new leaders.

A total of \$73 million is available in fiscal year 1992. Among four categories for these funds, the one of most interest for community colleges is "Higher Education Innovative Projects for Community Service." Higher education institutions, or public agencies working in partnership with those institutions, can be awarded a total of \$5.6 million. The funds will support student community service projects or teacher training in service-learning principles and skills. The Commission will provide training and technical assistance, and may fund five other programs: demonstration projects for rural youth, employer-based retiree volunteer programs, governors' innovative service programs, a Peace Corps/Vista training program, and a program that places Foster Grandparent programs in Head Start centers. Participants in these programs may perform any educational, human, environmental, or public safety service project that will benefit the community.

With financial assistance like this available, the question of affordability of community service programs for community colleges becomes less important.

Those colleges that have decided they would like to have such programs but could not afford them, now have the opportunity to apply for grants.

The remaining question is this: Do our colleges have a responsibility to our constituencies to promote community service through teaching civic values and organizing community service programs?

Kathleen Kennedy Townsend is one who thinks we do. Townsend, Director of the Maryland Student Service Alliance for the Maryland Department of Education, is an educator who has taught at several universities and at Maryland community colleges. As a speaker at the ACCT 1990 National Convention in Baltimore, she made a presentation on "Value Based Education" in which she called on community college trustees to teach civic values in their colleges:

What are community colleges all about? Yes, to train students for employment. But if they were just trade schools, they would not deserve public support. As public institutions, the vision of community colleges is intimately tied up with the question of freedom and responsibility—not just what kind of workers, but what kind of citizens we are trying to produce.

Townsend noted that students may pass the tests given at the end of the semester but they fail the important one: caring for others, taking responsibility for their own actions, knowing the difference between right and wrong, voting, getting involved, trying to make a difference in their community. She ended with this challenge:

I believe that community colleges now have a great opportunity to use the resources you've got to teach young people that they can make a difference, and by doing that you can help them develop a sense of citizenship and values. I believe that if we ask young people to reach beyond themselves, to be better



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than they are, that they will respond to our higher expectations.

An important addition to her message is that by promoting community service programs at our colleges we can improve our communities in tangible ways.

As trustees we represent the social conscience of both our colleges and our communities. We serve as role models for community service. The decade of the 1990s has brought new focus on communities, and it seems the time for us to reexamine our own roles. As part of that self

study, trustees might ask themselves: "What is my responsibility in promoting the values I live by so that others can 'pick up the torch?'"

Trustees will answer this question in their own ways, guided by their own community needs. And the record shows that the answers will be the right ones, as community colleges grow continually in their search to make their communities better places to live. ■

—Vaughn A. Sherman, Trustee
Edmonds Community College
Edmonds, Washington

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FINANCIAL AND BUSINESS POLICIES

Miami-Dade Community College Looks to Local Taxpayers for Relief of Funding Crisis

When Miami-Dade Community College was forced last year to slam its doors shut in the face of a community it has served unfailingly for 32 years, the college's board of trustees proposed a solution that would place the fate of the college in the very hands of that same community.

Next September Dade County property owners will be asked to approve a two-year 3/4 millage property tax that will generate approximately \$108 million. This revenue will be placed in a 20-year endowment fund, which, by very conservative estimation, will generate \$10 million each year to augment the college's program and operating budgets.

This is an unprecedented move. Although local taxes normally support community colleges in many states, the establishment of an endowment presents a novel way for the community to offer a long-term solution to a financial crisis that will be around for a while.

The board of trustees' leadership of the referendum project began with a special meeting in which comments were invited from the general public, and the college's staff, faculty, and students. Those testimonies articulated to the board the measurable ways in which the college has helped improve the lives of individuals, families, and communities over the last 32 years.

Leadership by the trustees continued in February when board chair Martin Fine addressed the Dade County



Martin Fine, board chair of Miami-Dade Community College, presented the college's proposal for local tax support before the Dade County Commission. The Commission unanimously accepted the proposition.

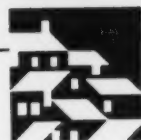
Commission as the college formally requested permission to put the ad valorem tax proposition on the ballot in September. The Commission unanimously accepted the proposition. Fine is also one of three community leaders spearheading a campaign for public support of the referendum.

In carrying out that campaign, Miami-Dade's trustees and employees are counting on the public's high feeling of "ownership" toward the college. Miami-Dade has the reputation of being fair and of providing quality services that meet the needs of all segments of a complex and tri-ethnic (Hispanic, non-Hispanic white, and African-American) Dade County. The trustees were also instrumental in making the public aware that all they'd come to expect from Miami-Dade—open enrollment, flexible class schedules, high full-time faculty ratio,

and meaningful cultural activities—was in danger of being lost forever.

At this point Miami-Dade's fate truly is in the hands of the community. Taxpayer approval of the referendum this fall would allow the college to do what it does best despite continued state budget cuts. After decades of neglect by the state legislature, the college now receives 20 to 25 percent less per student than the public schools and approximately one-third as much per student as the local state-funded university.

The message that the college's seven trustees are taking to the community is that the provision of low-cost, high-quality higher education benefits everyone, even those who are not and do not anticipate being enrolled in Miami-Dade. Only local financial support will permit Miami-Dade to serve the community as it has in the past. ■



COMMUNITY RELATIONS

Drug Education for Educators: A Model Partnership for School-Community Response

John Dryden, the English philosopher, once said, "Mighty things from small beginnings grow." This is certainly most evident when a grassroots educational initiative results in change that affects and even saves lives.

The Institute for Drug and Alcohol Abuse Education at Carroll Community College, Westminster, Maryland, an intensive training program for educators, has become such an initiative. A cooperative project of the community college, the county public school system, the health department, and a local non-profit treatment program, the Institute has become a model for teacher and counselor education and community partnership. In training over 10 percent of Carroll County's 1,700 teachers and counselors in prevention and early intervention techniques, it has become an integral part of the community plan to eliminate substance abuse among youth and has contributed to an increase in referrals of troubled students to treatment.

John Q. Kluttz, III, board chair of the Baltimore County Community Colleges, which also oversees Carroll Community College, echoed the community's support for the training program: "The board is proud to cite the Institute for Drug and Alcohol Abuse Education as indicative of the cooperative spirit fostered by community colleges." Pointing to the unique partnership of the college, the public schools, and the health

department, Kluttz said that the program is yet another example of the college's efforts "to take the community college mission outside the classroom walls and into the community we serve."

Carroll Community College, a campus of Catonsville Community College, is a comprehensive two-year institution offering the AA degree and transfer programs in over 30 curricular areas to 2,500 credit students and a broad array of non-credit courses to over 4,800 continuing education students.

Traditionally a farming community, Carroll County is evolving into a light industrial/services-oriented region and a choice residential area for Baltimore and Washington commuters. Although the crime rate is low, the 1989 Maryland Student Survey indicated that the county had the second highest rate of drug use among eighth graders in the state. While the survey results were debated by some, there was a consensus that a general reluctance of parents and teachers to acknowledge that Carroll County children were abusing substances needed to be addressed. The Institute has provided educational intervention strategies to meet the challenge.

The goal of the Institute is to prepare every county public school and community college educator to identify, intervene, and prevent substance abuse in students. An intensive 30-hour summer training session is the first part of the three-phase project. Those trained in a one-week intensive summer session return to their schools to train their peers and, then in the final phase, make presentations to interested parents. One teacher has called the program, "a model for integrated prevention arts," noting that prevention, like reading,

cannot be left to a handful of teachers at each school.

The idea for the Institute came as a result of a town meeting sponsored by United Way of Central Maryland, Inc., where agency officials, government representatives, and residents identified substance abuse as a major concern for the county. A community partnership was formed between Carroll Community College, the Carroll County Health Department, and Junction, Inc., a local adolescent and adult non-profit treatment center. The Institute was formally established in 1990 under a \$37,925 community problem solving grant from United Way of Central Maryland, Inc.

In February 1990, the college hired Deborah George Wright, an alcohol and drug educator to coordinate the project. The coordinator conducted a county-wide survey of teacher interests and needs in drug education and developed an original curriculum, working closely with the Advisory Committee and clinical specialists. The Institute assembled a distinguished faculty of 22, including physicians, a pharmacologist, psychologists, social workers, teacher educators, addictions counselors, prevention specialists, law enforcement officials, recovering addicts, and school and community resource persons. The curriculum covered multiple facets of substance abuse identification, intervention, referral, follow-up, and prevention, with special attention given to early intervention and primary prevention life skills. A total of 65 elementary, secondary, and college educators completed the intensive training in the summer of 1990.

The Institute was funded for a second year under a \$112,823 grant from the

U.S. Department of Education (\$102,066 federal; \$10,757 match), and trained an additional 106 teachers, counselors, and administrators in two 1991 sessions—one for elementary educators and a second for secondary and postsecondary educators. The 1991 grant also provided for the establishment of an Alcohol and Drug Resource Center for Institute graduates, which is housed at Carroll Community College.

At the conclusion of the 1991 Institute, nearly 10 percent of the county's approximately 1,770 teachers, counselors, and administrators, had attended the training sessions. To date, these graduates have offered more than 90 in-service presentations for peers and parents at their schools, with a cumulative attendance of over 4,000 individuals. Some schools have elected to present a series of seminars throughout the year, and several schools have started parent prevention support groups. One school initiated a parents' quarterly newsletter with prevention, early identification, and response tips. Another published a parents' guide to prevention with a directory of school and community substance abuse counseling resources, and one has initiated a parents-to-parents contract in which participating parents agree not to serve alcohol to minors in their homes.

Each of the county's 32 elementary, middle, and high schools has participated in the program by sending a team of educators to the summer Institute. Each school has held at least one in-service workshop for faculty and staff, and one parent or community presentation; many schools have held multiple sessions each year for faculty and parents.

Since the Institute training began, the rate of referrals from school personnel and student assistance program teams to the local adolescent drug treatment program has increased by an average of 55 percent per year. Most importantly, the rates for substance abuse among students from the sixth to twelfth grade in Carroll County has

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markedly decreased, according to the latest Maryland Student Survey. It appears that the combined efforts of teacher education, a K-12 prevention curriculum, student peer groups for every age group, and an active program to put trained Maryland Student Assistance Teams in every high school and middle school has resulted in positive change.

In recognition of the success of the program, the Carroll County Commissioners issued a proclamation declaring November, 1991, as "Drug and Alcohol Abuse Prevention Month" in Carroll County.

The Institute for Drug and Alcohol Abuse Education has been funded for a third year under a grant of \$138,764 from the U.S. Department of Education (\$124,489 federal; \$14,275 match). The 1992 Institute will train 125 additional teachers, counselors, and administrators, and will provide for a day-long advanced training in issues pertaining

to children of alcoholics for 60 graduates of the Institute. A cable television show, a drug abuse intervention manual, and a local resource guide for teachers will be developed through the 1992 Institute.

Educators who attend the one-week training session are eligible for in-service credits from the Maryland State Department of Education. For the first time in 1992, participants will be eligible to apply for graduate credit from Western Maryland College through a unique arrangement between Carroll Community College and the local four-year, private institution.

Comments received from Institute participants are indicative of the success of the program. "What you learn at the Institute stays with you; and it changes your perspective on substance abuse forever," said a middle school coach. "I've attended multiple in-service trainings in 20 years in education, but nothing has been so comprehensive, so informative, and so powerful," said a counselor at the county's largest high school. A community college instructor concurs that, "we can't ignore substance abuse and believe we are really teaching." "This helps teachers to get on line and support student assistance efforts," said one student assistance team member. Perhaps a high school language arts teacher summed it up best, "Now I know I can make a difference." ■

—Karen L. Merkle
Director of Continuing
Education/Community Services
Carroll Community College,
Westminster, Maryland
Project Director, Institute for Drug
and Alcohol Abuse Education

—Deborah George Wright
Coordinator, Institute for Drug and
Alcohol Abuse Education



DRUG & ALCOHOL ABUSE PREVENTION MONTH IN CARROLL COUNTY

WHEREAS, The Institute for Drug & Alcohol Abuse Education of Carroll Community College, in cooperation with the Carroll County Public Schools, the Carroll County Health Department, and Junction, Inc., was established to promote parent/teacher education in substance abuse prevention and early intervention; and

WHEREAS, it is recognized that awareness, identification and response skills are needed by parents, teachers and all members of the community; and

WHEREAS, Carroll County provides a wide range of public and private services and resources to assist students who are at risk or abusing alcohol and/or drugs; and

WHEREAS, The Institute for Drug & Alcohol Abuse Education has trained 171 teachers and counselors representing every public educational facility in Carroll County in substance abuse prevention, intervention and referral techniques; and

WHEREAS, the educators trained at the summer 1991 Institute for Drug & Alcohol Abuse Education will present programs this fall and winter to train additional Carroll County educators and interested parents to identify and assist students who are abusing alcohol and/or drugs.

NOW, THEREFORE, WE, THE COUNTY COMMISSIONERS OF CARROLL COUNTY, do hereby proclaim the month of November, 1991 as

DRUG & ALCOHOL ABUSE PREVENTION MONTH IN CARROLL COUNTY

Adopted this 28th day of October, 1991.

COUNTY COMMISSIONERS OF CARROLL COUNTY

COMMENTARY

Community and Technical College Trustees: At the Heart of the Only Possible Solution to Our Economic Problems

.....

BY
BOOTH GARDNER

GOVERNOR
STATE OF WASHINGTON

And if we thought we had the best education system in the world—one that was truly preparing every young person to succeed in the economy of the next century—we would all be truly content.

Americans are gloomy for good reasons. When 74,000 GM workers are laid off because their factories are closing forever, people know that this isn't just another recession. These jobs aren't coming back when the economy picks

up. When industries talk about "downsizing," Americans know they're hearing a euphemism. If you put a wool sweater in the dryer, does it come out "downsized?" In my dryer, they just plain shrink—and that's what a lot of our industries are doing.

Some economists describe this as "restructuring" of the American economy, and say it's part of the trend toward a more service-oriented and high-tech business world. But what does that mean to 74,000 GM workers?

Do we have a national strategy for retraining and redeploying them in a way that will truly strengthen our economy? No, we don't. For them—and for thousands of others now unemployed—the American economy is not "restructuring," it's falling apart. Restructuring is what we ought to be doing, but in most places, it's not what's really happening. Americans know this, and it scares us.

It's not that we're not pleased to see communism fail; it's just that we all know that we were better prepared to wage nuclear war than we are to compete in the international economy. Most Americans fully understand that economic strength—not military strength—is what the new world order is about. So they understand that the best foreign policy for America is a strong domestic policy. And they understand that we have to learn our way into the next century.

They know that our future depends on what is happening now in classrooms across the country.

That's why the fate of America depends less and less on what happens in Congress and more and more on what happens when community and technical college trustees get together. The institu-

This is going to be a tough decade. The American people know that, even if most of their political leaders and the media don't.

I've been reading article after article by commentators who are puzzled about why Americans are so gloomy these days. "This recession isn't so bad," they say. "Unemployment is lower than it was during the recession of the early '80s, interest rates are down, and besides, communism has collapsed and we won the cold war. What does it take to make Americans happy, for heaven's sake?"

I think it's perfectly obvious what it would take to make Americans happy.

We would cheer up a lot if we thought that our children could live as well as we have—not only materially, but in terms of the quality of their environment, and the safety of their neighborhoods.

We would smile more often if we didn't see the divisions of race and class becoming ever deeper and more bitter.

It would make us happy if we all shared a clear sense of national purpose and direction—one that didn't depend on an outside enemy to keep us united.

We would be pleased if our government demonstrated the political will to solve important domestic issues like the crisis of our health care system.

This "Commentary" is taken from remarks at the winter conference of the Trustees Association of Community and Technical Colleges of Washington State on January 27, 1992. Governor Gardner is the immediate past chair of the National Governors Association.

tions you govern will serve the 80 percent of our population that needs postsecondary job training, but not a four-year college degree.

And that's why I want each of you to push, and to push hard, for improvement, innovation, and expansion of the institutions you represent.

You are responsible to every person who is enrolled, wants to enroll, or ought to enroll in your institutions. And you share responsibility for whether we become a nation of low-skill, low-wage workers or a nation of highly skilled, well-paid workers.

That's not a ceremonial obligation. It's a monumental challenge that will require every ounce of your creativity, intelligence, and resolve.

If, at any time during your tenure as trustees, you find that you are totally satisfied with the performance of your institution, it's time for you to resign. We can't afford to be satisfied with our progress, because there's too much change going on around us.

To keep up with changes in our society and our economy, community and technical colleges must be in a constant state of evolution and growth. Your job is to plan and organize that evolution and that growth, and to hold the people in your institution accountable for change.

You are responsible for seeing the big picture, and that means studying the future and finding your community college's place in it. So think big, and listen hard. Listen to business, listen to labor, and listen to your students and potential students.

You will hear gloom and depression, but you will also hear a rising chorus of determination to succeed in a new era and a new, global economy.

In the decade ahead, we know that state revenue will be severely limited and that we cannot expect help from our debt-ridden federal government. But even in this context, I hear both business and labor whispering their willingness to shoulder new taxes to expand and improve community colleges and

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job training programs—if they see a system that works, and a plan that responds to their needs.

People understand that we have to invest in our future, and they know that the best returns come from investing in our own skills and knowledge. And they know that if we don't make that investment, this country will continue its long, slow slide into global obscurity.

Of all the places to be in public service, yours is the most exciting. You are at the heart of the only possible solution to our economic problems. You can make an enormous difference. And that's an opportunity I know you won't squander.

I picked you for these jobs very carefully. I expect a great deal of each of you. But what's more important is that your students and potential students need you, and so does your state and your country.

We just can't afford to let them down.

CALENDAR

Trustee Education Opportunities

May–June, 1992

May

April 30–May 2

ACCT Pacific Region Seminar
Portland, OR

7–8

North Carolina Association of
Community College Trustees
Greensboro, NC

7–9

ACCT Central Region Seminar
Columbus, OH

23–25

California Community College Trustees
Marina del Rey, CA

24–27

NISOD International Conference
on Teaching Excellence and
Conference of Administrators
Austin, Texas

28–29

Trustees Association of Community
and Technical Colleges of
Washington State
Yakima, WA

28–30

ACCT Northeast/Southern
Region Seminar
Williamsburg, VA

31–June 2

AGB Institute for Trustee Leadership
for Presidents and Board Chairs of
Independent Institutions
Avon, CT

June

11–13

ACCT Western Region Seminar
Snowmass Village, Colorado

12–13

Illinois Community College
Trustees Association
Springfield, IL

CONFERENCE HIGHLIGHTS

- Six keynote speakers
- A series of preconference workshops
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Wayne Newton, Chair, Board of Trustees,
Kirkwood Community College, Cedar Rapids, Iowa

LEADERSHIP 2000

July 19-22, 1992

Chicago Marriott Hotel

Chicago, Illinois

The Fourth Annual International Conference on Leadership Development in Community Colleges conducted by the League for Innovation in the Community College and the Community College Leadership Program, Department of Educational Administration, College of Education, The University of Texas at Austin with support from the W. K. Kellogg Foundation.

Cosponsored by the Association of Community College Trustees and seventeen other state and national organizations.

LEADERSHIP 2000

"Leadership 2000" is an international conference to support the professional development of community college leadership teams, including trustees, chief executive officers, faculty, staff, and administrators. The purpose of the conference is to promote effective leadership in community colleges and to encourage the expansion and diversification of leadership teams. Both leadership teams and individuals are encouraged to attend.

The conference is cosponsored by major national and state community college organizations. It will include over 100 presentations by national leaders and college teams who will focus on leadership development, political and financial strategies, diversity and access, institutional effectiveness, economic development, business and industry alliances, managing and supporting technology, governance, team building and collegiality, board/CEO effectiveness, staffing for the new century, serving older adults, community coalitions, distance education, instructional issues, student development, and other related topics.

PRECONFERENCE WORKSHOPS

A series of "Learning to Do" preconference workshops has been scheduled on the following topics important to community college leaders:

- "Learning to Assess Institutional Effectiveness in Terms of Student Outcomes"
- "Learning to Plan for Instructional Computing"
- "Learning to Implement Total Quality Management"
- "Learning to Negotiate the CEO Contract"
- "Learning to Develop Staff for the Year 2000"
- "Learning to Overcome Gender Stereotypes to Build Effective Teams"

KEYNOTE SPEAKERS



Gerald R. Ford
36th President of the
United States



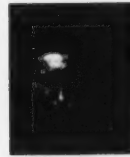
Ernest L. Boyer
President, The Carnegie
Foundation for the
Advancement of
Teaching



Juliet V. Garcia
President, University of
Texas at Brownsville in
cooperation with Texas
Southmost College



Robert H. McCabe
President, Miami-Dade
Community College
District



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College of Applied Arts
and Technology



Jerry Owens
President, Cuyahoga
Community College

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Preconference Workshop Fees	\$ 60

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REGIONAL SEMINARS

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Portland, Oregon

Central Region, May 7-9
Columbus, Ohio

Northeast Region, May 28-30
Williamsburg, Virginia

Southern Region, May 28-30
Williamsburg, Virginia

Western Region, June 11-13
Snowmass, Colorado

ANNUAL CONVENTION

October 21-24
Anaheim, California

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TRUSTEE

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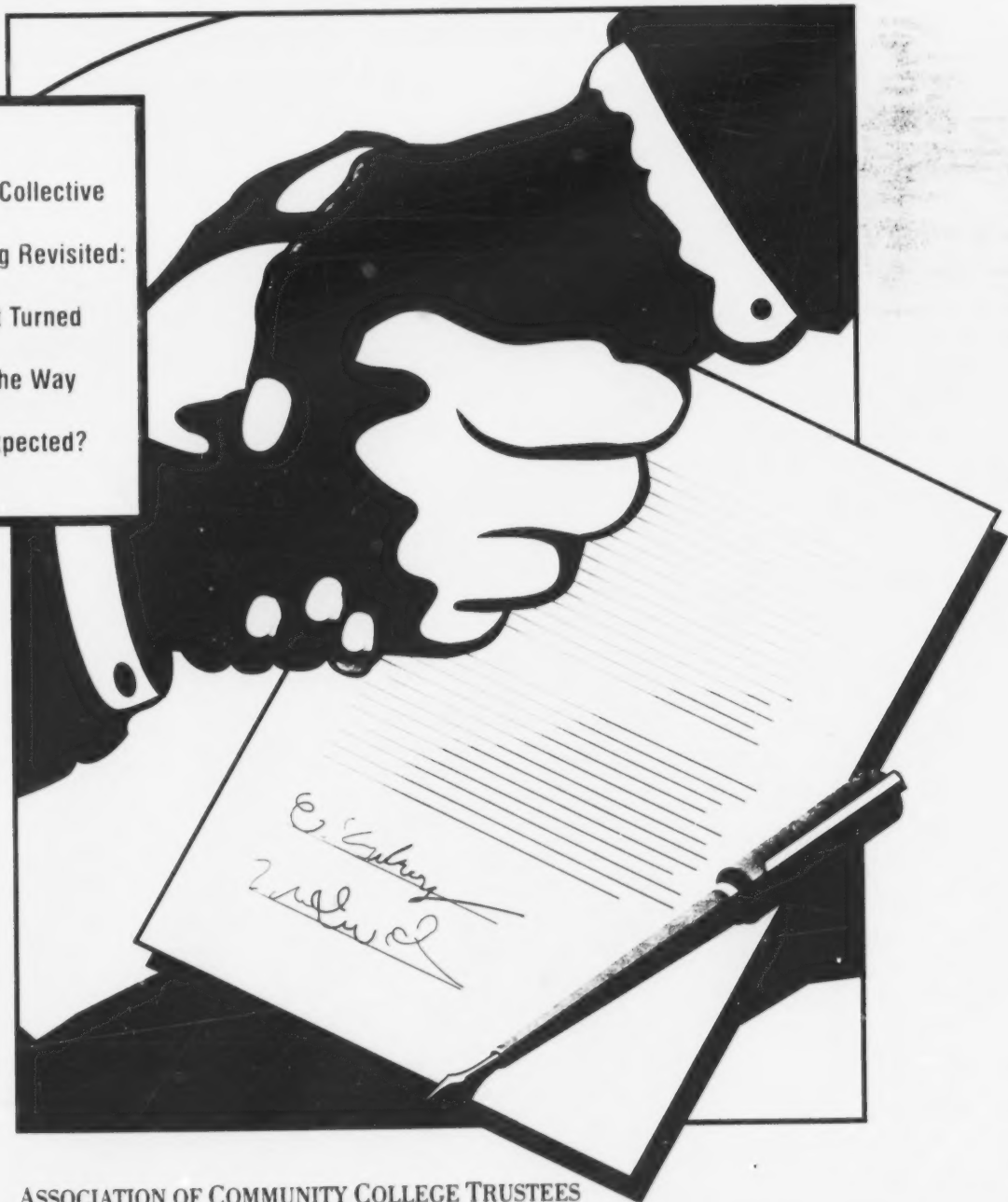
Faculty Collective

Bargaining Revisited:

Has It Turned

Out the Way

We Expected?



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Opinions expressed are those of the authors and not necessarily those of ACCT.

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Director of Communications: Sally Hutchins
Executive Director: Ray Taylor

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
(202) 775-4667

SUMMER 1992

TRUSTEE QUARTERLY

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It is time to reexamine attitudes and approaches to collective bargaining in light of the experiences since the early 1970s.

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California Community College Foundations' Fund-Raising Efforts

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Letter to the Editor

Faculty Collective Bargaining Revisited: Has It Turned Out the Way We Expected?

by Barbara Patterson

Collective bargaining for community college faculty has been the practice for most districts for several decades. Although the early fears and concerns about the negative effects bargaining might have on the educational mission have not materialized, there has been little change in the orientation and advice to trustees since 1977 when the chapter on collective bargaining was written for *Trusteeship*, the ACCT handbook for community college trustees. In a recent article

Barbara Patterson is currently the Dean of Human Resources and Assistant to the President of Edmonds Community College in Lynnwood, Washington. Formerly, she was a member of the business faculty from 1974 to 1985 and served as a negotiating team member and chief negotiator for AFT Local 4254 from 1976 to 1985. Since 1985, she has served as the chief labor relations administrator for both faculty and classified staff.



entitled "Gaining Access to Trustees," which appeared in *On Campus*, a publication of the American Federation of Teachers, the union quoted a trustee who criticized the collective bargaining chapter in *Trusteeship* for its characterizations of unions and collective bargaining as "not only untrue, but...backward recommendations for new trustees and will not further the growth of community colleges or the future." While it may be expected that the views and perspective expressed in a union publication will differ from those in a publication representing an employer group, maybe it is time to reexamine attitudes and approaches to collective bargaining in light of the experiences since the early 1970s.

I was originally approached about writing this article because of my experience as both a union and management negotiator in the community college

system in Washington state. Even though I have studied collective bargaining as an academic subject in law school, my approach to this topic is largely from experiencing "both sides of the table" in my college district. I have had to implement, as an administrator, a contract I bargained as a union negotiator. Some might call this poetic justice, but I've come to think of it as a "character-building experience." My views are shaped and colored by these experiences, both good and bad. With that caveat, I hope to offer you yet another way of thinking about the collective bargaining process and the role of the trustee in that process.

Collective bargaining is seldom a neutral topic for trustees, administrators, or faculty. Whether or not collective bargaining is seen as an "evil" which undermines the authority of the board and the president, or "a potent force for good" which guarantees employee involvement in setting compensation and working conditions, will always be a subject of considerable controversy. This is ironic when one realizes that the impetus for the collective bargaining laws and rules which govern our negotiation activities today were enacted to be a neutral mechanism for quelling labor unrest and ensuring the opportunity for some joint decision making. It is important to remember, however, that theoretically, collective bargaining as a mechanism for achieving agreement on pay and working conditions is meant to be neutral.

After several decades of bargaining with faculty, what is the state of affairs in your district? Do trustees and administrators feel that they have been "beaten at the bargaining table?" How do you feel about the faculty union? Have faculty agreements harmed institutions and students? Has the advent of mutual gains bargaining assisted in diffusing the more rancorous, adversarial aspects of bargaining or simply made the process more cumbersome? Have governance issues and faculty participation in decision making taken on a greater importance in recent bargaining? Can the trustees take a leadership role in bargaining without harming or undermining the president and the administration? These questions, and many others, should be considered, or reconsidered, by trustees as they prepare themselves to understand the issues and effectively participate in the bargaining outcomes of the 1990s. The answers are not simple and will not be the same for every college district, but board understanding and consensus can be vital for ensuring an effective bargaining process.

A first issue which must be reckoned with by trustees is their personal feelings and attitudes about unions and collective bar-

**Regardless of personal
feelings and philosophies,
trustees must find ways
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gaining in general and to what extent these feelings and attitudes affect the college's bargaining and labor relations processes. A second critical part of this issue is the attitude of the president. Regardless of whether individual trustees are pro-union, anti-union, or somewhere in between, these feelings must be dealt with in the larger context of the board's role as a whole as well as any role an individual trustee may play in the bargaining process. One should not necessarily assume that a trustee who has pro-union feelings or who was elected with the support of the union will automatically cave in or be sympathetic to all of the union's demands during bargaining. Conversely, the trustee who is a business owner or manager in his or her professional life may have considerably greater experience compromising or "cut-

ting a deal" than the trustee who is more philosophically aligned with the union. The responsibilities demanded of the trustee role as employer create the need to "wear a different hat" from what is expected from other aspects of trustees' lives. Labels of pro- or anti-labor, liberal or conservative, will probably not mean as much in the bargaining process as those outside the process might think.

Like those of trustees, attitudes within both union and management groups can affect the bargaining outcomes as well. Anyone who has ever served on a bargaining team, either labor or management, knows that there is never complete agreement even among those who are *supposed to be on the same side*, but in the interest of carrying out his or her team role each member must find appropriate ways to pull together and support each other! (It may be easier for the management team to reach internal agreement simply because this group is principally charged with carrying out the wishes of the board and the president, whereas the union represents a larger group with disparate views.)

Regardless of personal feelings and philosophies, trustees must find ways to reconcile disparate points of view to effectively operate as one entity or risk damaging the collective bargaining process and the organization. This includes understanding the stress on both the union and management negotiators. Thus, the board's ability to be set apart from the process can defuse some of the intensity even though the public stance of the board should be in support of the president and the management bargaining team. During negotiations is generally not a good time for a trustee to go solo on any issue.

The relationship of the union as elected bargaining agent within the organizational structure of the college is often an uncomfort-

able one for many trustees and presidents. Although the membership of the union is made up of employees of the college district, the union itself is a totally separate entity and operates as an independent organization. This independence from employer control is a fundamental concept of our national labor policy. It is this very independence, however, that many administrators and trustees may find frustrating and can lead to the feeling that the union wishes to take the college in a different direction from that established by the trustees and the president, who are accountable for the college's mission and survival as an organization. In addition, having to deal with this independent group apart from the normal organization communication patterns with faculty is often seen as eroding administrative prerogatives and ability to effectively lead and manage.

Although most would agree that employer representatives and union representatives should have a number of mutual goals in negotiating good working conditions, the roles and responsibilities of the two sides are very different and create a natural tension even in a nonunion environment. The union representatives must advocate for both individual employee and group desires while employer representatives must efficiently manage the resources of the organization. The tension between these conflicting roles of the union and the employer representatives as they perform their respective jobs may create disagreement, friction, and, sometimes, outright animosity. This tension may be especially heightened during the bargaining process when the differences in the approaches and solutions to solving the problems are exacerbated by the rhetoric, media releases, or other external tactics the union may use to apply pressure to the process. The management team has to be much more careful of its external tactics because anything that appears heavy-handed usually backfires.

Theoretically, all of the players in the bargaining process should be able to separate themselves from their individual roles and not let it affect them personally. My experience after years of bargaining for both sides is that this ability to separate out the feelings and tensions so as not to blame the "other side" works better in theory than in practice. Some of these feelings of being attacked may spin off to trustees too, because the board of trustees is *the employer*, charged with fiduciary responsibilities and other final decision making and policy authority for the district. It is frequently at this point that the collective bargaining process gets blamed for creating the tension and we forget that the same tension or hostility can arise with other approaches one might use to reach consensus or compromise.

**Board understanding
and consensus can be vital
for ensuring an effective
bargaining process.**

If trustees see themselves in the employer role, does this mean, then, that they should automatically support the management's proposals and discount the union representatives as "the enemy?" From the perspective of administrators who must implement the bargaining language and live daily with the results, the candid answer would probably be "yes" even though the right answer should be "of course not." A board which automatically adopts the "yes" answer will probably come into conflict with the union because of this hard-line stance.

Nancy Moore, the current president of my college district's AFT local, feels that trustees can lead a college into trouble if they automatically discount faculty representatives as "the other." She stressed that trustees need to understand that the union has a *legitimate* role to play and trustees, as representatives of the "larger community," should not see themselves as an automatic extension of management. Vaughn Sherman, a trustee at my college, did not disagree with the idea that board members represent a larger constituency than the management of the college, but did say that trustees must be guided by the advice of the president on individual bargaining and labor relations issues. He went on to say, however, that trustees should not automatically support the president and the management team's proposals without giving considerable thought to how well they fit into the overall mission and goals of the college and the board.

Trustees need to obtain as much information as possible to challenge, probe, and determine whether or not the proposals of either side are compatible with the goals and strategic direction of the college. If major differences occur between the board and the president during bargaining, trustees will need to communicate their concerns but preferably not in a public forum. While these differences need to be worked out, confidentiality is critical if this takes place during the time the contract is being bargained. If the employees sense that the board, the president, and the management bargaining representatives are not together on issues, this will only protract the bargaining and make it more difficult for *both* the employer and union representatives to achieve a satisfactory settlement. Although I have had the good fortune to work with trustees who argued their differences privately, I have observed other colleges where internal board disputes played out in a more public way. The results have almost always been destructive to the college district and have had long-term negative impact on the employee-employer relationship and ability to effect positive changes. Many employees spend an entire career life in one college district; trustees seldom do.

For individual trustees to step into the bargaining process or meet one-on-one with union representatives during bargaining is just as much of a "don't" as it was in 1977 when George Potter wrote the original collective bargaining chapter for trustees. When asked about relationships between union representatives and trustees, Nancy Moore said that while she felt it was a good idea for the union to build rapport with trustees, during bargaining itself is not the time to do it!

Many union and management representatives would agree with the assertion in the collective bargaining chapter that "the board has a limited role in the negotiating process." Does that mean, then, that the trustees should not be concerned or involved with negotiations? My experience is that trustees should be both *concerned* and *involved* but should not be part of the team or deal directly with the union on language and issues during negotiations. Their most effective influence and participation should come before negotiations in setting goals and directions.

One of the areas affecting the faculty agreement where the board of trustees of my college has been most effective has been with the issue of post-tenure performance evaluation. This has been a highly controversial area of bargaining for many colleges and has been a painful experience for many negotiators, both union and management. Performance appraisal for all college employees became a major goal for our board of trustees in the early 1980s. Prior to negotiating the 1985 master agreement with the faculty, the administration and the union joined together in a pilot project prior to negotiations to "try out" some of the ideas that had surfaced. It was clear to both the faculty and the administration that the board was extremely serious about this goal and united in its views. By the time we finished the 1985-88 master agreement, we had post-tenure performance evaluation language that was agreeable to both sides. While this language has been modified slightly with experience in successor contracts, it has been bargained without major differences. The trustees did not dictate the language but they made their wishes clear to both sides well *before* the beginning of negotiations. Like performance evaluation results, issues in bargaining normally should not come as a major surprise to either side!

Because labor negotiations issues are often about rights, power, and individual prerogatives, it should not be surprising that players in the process, including trustees, can get caught up in issues of personal feelings and psychological game playing. Some of the greatest damage can come from an individual's personal agenda and feelings that get transferred into the larger arena of bargaining. Sometimes tactics cease to be viewed as tactics and start to look like manipulative game playing, personal insults, and cheap shots. These personal agendas can come from and affect any of the players: union representatives, management representatives, or trustees. It is hard to be in this business without coming away feel-

ing a little burned from time to time. For example, even if an administrator "intellectually" understands that he or she may be depicted as insensitive, high-handed, and a cruel victimizer of faculty in some of the negotiations rhetoric, "emotionally" it still hurts. Union negotiators may also be subjected to some pretty searing character assassination from both management and their own members. Trustees may be caricatured and publicly ridiculed. While this kind of behavior may reflect simple "human" tendencies or calculated strategies, it is not usually fun for those on the receiving end of the attacks.

Some districts have tried to mitigate some of the personal hostility that can arise by trying other approaches to negotiations such as mutual gains bargaining or bargaining behavioral ground rules that lessen the potential for animosity and support a "win-win" approach to resolving differences. The extent that these attempts have been successful or not depends on many factors. But regardless of how "civilized" the proceedings may be, the intensity of the negotiations process can be very wearing for all concerned. Ironically, one of the perceived weaknesses of collective bargaining as an adversarial process may also be a strength. As I have stated before, other approaches to reaching agreement on issues can also produce all of the behaviors ascribed to collective bargaining, but most do not have formal mechanisms for dealing with impasse or other problems such as deliberate stalling, misrepresentation of issues, etc. Collective bargaining does have some formal ways to address these problems and trustees need to be willing to use these tools when necessary. For example, mediation services from an outside neutral party can be as important a tool for the board as it is for the union. Media use can be as effective for employers as it is for employees. Clearly, none of the "rules" or formulae work all of the time, and to the extent that paint-by-number solutions are favored by boards, long-term goals may be unmet and, more significantly, long-term relationships may be damaged. Trustees must examine all actions in the light of the long-term relationships and goals of the organization.

Although collective bargaining is not without flaws, it has also not proved to be a destroyer of community college education. Results of several studies published in the Fall, 1991 edition of the *Community College Review* point out that even with increased unionization in the two-year colleges, employee satisfaction is high and compensation levels under collective bargaining have been similar to those for non-unionized schools; generally speaking, it is not collective bargaining relationships that have created financial hardships for institutions. Trustees, management representatives, and union representatives must be doing something right and this should give us all renewed optimism as we bargain into the turn of the century.



California Community College Foundations' Fund-Raising Efforts

by William E. Piland and Nancy B. Lowden

California's community colleges are in a position shared by some other states in that they are primarily funded by the state, and therefore subject to the sometimes unstable budgetary climate imposed by the governance structure. Since the passage of Proposition 13 in 1978, when local districts lost control over property tax revenues and the state became the dominant source of fiscal support, budget cuts to education have been long and deep, and will probably continue into the near future. Additionally, many colleges are operating over enrollment cap in support of one of the cornerstones of the community college—access. Systems of

community colleges across the country are experiencing hardships similar to the California system. A recent study published in the *Grapevine* showed state funding for community colleges eroding in over 80 percent of the states from 1990 to 1991. (Edward Hines, "Grapevine," Center for Higher Education, Illinois State University, January, 1992.) Alternative sources of income are becoming a much more important revenue stream since state funding, local property taxes, and, in some cases, tuition are at maximum levels.

Being traditionally innovative, California's community colleges have chosen a more direct, albeit sometimes rocky, path to garnering funding in order to continue and expand their programs and facilities—the foundation. Community colleges in many states are recognizing the potential foundations have for bringing in new resources during a time of limited state funding.

By studying community college foundations in California, lessons can be learned which can apply to community college foundations across the country.

While the concept of a foundation is certainly not a new one to academic institutions, the community college foundation did not come into its own until the mid-1970s, according to P. Holingsworth. ("An Investigation of characteristics of Successful Community College Foundations," Graduate Seminar Paper, Pepperdine University, 1983.) College administrators saw the importance of alternative fund raising and resource development to help them achieve their missions and goals through community involvement.

Related Research

In 1986, P. J. Nusz conducted research to develop guidelines for the establishment and operation of a California community

William E. Piland is professor of education and Nancy B. Lowden is a research assistant at San Diego State University, San Diego, California.

college non-profit foundation ("Development of Guidelines for the Establishment and Operation of a California Community College Foundation," Practicum Paper, Nova University.) Prior to that time, Robert Kopecek stated he saw the not-for-profit, tax-exempt foundation as a means for community colleges to increase flexibility of services, build strong ties with community leaders, and permit supporters to show their appreciation. ("An Idea Whose Time Is Come: Not-for-profit Foundations for Public Community Colleges," *Community College Review*, Summer, 1983.)

The community college faces several inherent obstacles in establishing an effective foundation. The lack of alumni organizations, the high number of commuters and part-time students, and an undeserved poor image in the eyes of some segments of the local community have all impeded the growth of the foundation. In addition, some potential donors are reluctant to donate money to an institution that receives tax funds. However, a study by E. R. Graham found that if the community college is found to be a viable, integral part of the community, worthy of its support, the groundwork has been provided for seeking donations through the community. ("Making Foundations Work," National Council for Resource Development, Washington, D.C., 1980.) L. D. Walters' work reaffirmed this in his study which found donors give money for personal reasons other than tax breaks. ("\$=+, The Margin of Excellence," ERIC ED 285 621, 1988.)

Other research has focused on the "how-to's" of fund raising. Jerry Ryan conducted an extensive amount of research on holding successful fund-raising events, soliciting from foundations and corporations, and providing information on key resources. ("Corporation and Foundation Giving to Community Colleges," Office of Institutional Advancement, Monroe Community College, Rochester, NY, 1988.) Robert

Kopecek studied better ways to solicit from alumni. ("The Alumni—An Untapped Reservoir of Support," National Council on Community Services and Continuing Education, Danvers, MA, 1980.) A 1980 study by E. F. Duffy identified the characteristics of a successful community college foundation and the conditions that foster success. The top-ranked characteristics were a strong public relations program, involvement of community leaders and potential donors as members of the foundation, and the use of the foundation as a vehicle for community involvement in the college. In addition, the top-ranked conditions that foster success were: organized and defined planning efforts, a governing board that is aware of its roles and responsibilities, and a clear purpose statement for the foundation. ("Characteristics and Conditions of a Successful Community College Foundation," National Council for Resource Development, Washington, D.C., 1980.)

Method

Fifty foundation directors who are members of the California Community College Foundations Association were surveyed to determine how their foundation raised monies, to what use these monies were put, what obstacles they faced in fund raising, and other pertinent information about their foundation's history and structure. Forty-eight, or 96 percent, responded to the one-page survey. Questions were designed for simple, one-word answers, or in multiple choice form, with additional space left for comments.

Results

Results from the survey were as varied as the community colleges themselves. Substantial disparities were found in amounts of money raised and length of the foundation's existence, with no clear-cut pattern emerging. Other significant data indicated strongly that the foundation's emphasis is on raising immediate cash (78

percent), as opposed to planned-giving programs such as real estate and stock. Twenty percent placed equal emphasis on both cash and planned giving.

Disparities on length of the foundation's existence were very prominent. The oldest foundation has been in place for 32 years, while the youngest has been in existence for less than a year, with the mean being 13 years. The median is 12 years.

Seventy-three percent of the foundations have paid staff. Of these 35 foundations, 97 percent have an average of 1.1 paid professionals, while 88 percent have clerical support. Answers indicate that oftentimes the foundation is allotted a clerical support person, but only part-time.

The president of the college sits on the foundation board at 44 of the colleges, or 92 percent. In some cases, respondents indicated that the president's sitting on their board came as "part of the territory," and that person fulfilled the position of secretary or treasurer. Of the four foundations in which the president of the college does not sit on the board, two indicated that the president attended the board meetings. The two remaining foundations that did not have the college president's active support on the board raised an insignificant amount of money in comparison to those foundations that did.

Money Raised

As stated earlier, the greatest disparity came in the amount of money the foundations raised in the 1990-91 fiscal year. While the mean was \$458,303, the low ranged from \$0 to a high of \$4 million, with the median falling at \$180,000. The foundation that raised the \$4 million has been in existence for eight years, while the foundation that did not raise any money has been established for 18 years. Of the 46 community colleges that responded to the question, 12 raised under \$50,000, four raised over \$50,000 but less than \$100,000, 18 raised over \$100,000 but under \$500,000, and 12 raised over

\$500,000. Six foundations raised over \$1 million.

Groups Being Solicited

The community college foundations primarily solicit from four groups (see Table 1). Local business and professional leaders were cited most frequently, followed closely by local businesses, college employees, and the community at large. In descending order, the other groups solicited for donations are alumni, other foundations, current students, and celebrities. Service clubs and retirees of the district were also cited as sources for solicitation.

Fund-Raising Approaches

The majority of foundations raised funds successfully through personal solicitation (see Table 2); followed by special events, such as dinners, sporting events, auctions, and festivals; and direct-mail solicitation. Only 21 of the foundations

worked in cooperative programs with business, and only five solicited over the telephone. Grant writing, planned giving, and bequests were other ways in which the foundations raised funds.

The most successful fund-raising technique was cited as personal solicitation (56 percent). Next was special events, which garnered 32 percent, followed by cooperative programs with business, and direct-mail solicitation. In certain instances, it was clear the foundation found a niche for its fund raising. One college cited an "Irish Festival" as its greatest fundraiser, another a "Sailing Program," and another a "Hall of Fame" dinner.

Sources of Expenditures

The largest number of foundations (96 percent) expended monies they raised on student scholarships. Following scholarships (see Table 3), monies were also expended on instructional equipment, facilities, operating expenses, special

seminars or educational programs, the library, and guest lecturers. Other areas the foundations support are faculty grants, endowments, emergency loans, disabled students funding, theatrical events, hospitality and banquets, and athletics. Additionally, foundations expended most of the money raised on student scholarships, with 61 percent of respondents selecting this option. This compares with 10 percent of respondents indicating the largest amount of money was spend on operating expenses, the second highest response.

Fund-Raising Difficulties

In discussing the difficulties the foundations had in raising monies, the number one problem cited was lack of a comprehensive fund-raising program (48 percent) (see Table 4), followed closely by the public's reluctance to donate money to an institution that receives tax funds (44 per-

Table 1:
Groups solicited by foundations

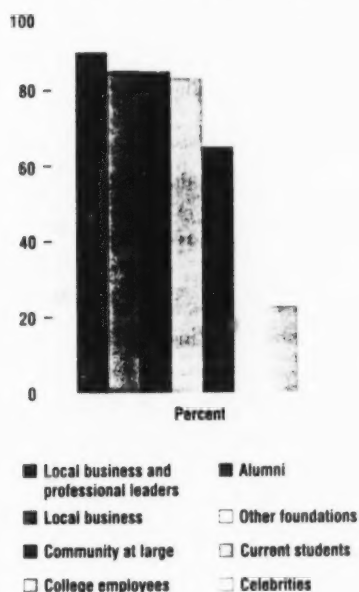


Table 2:
Fund-raising approaches

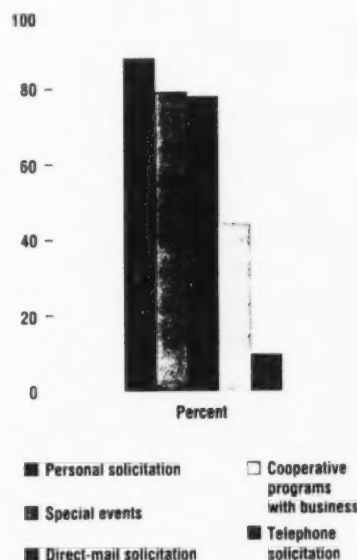
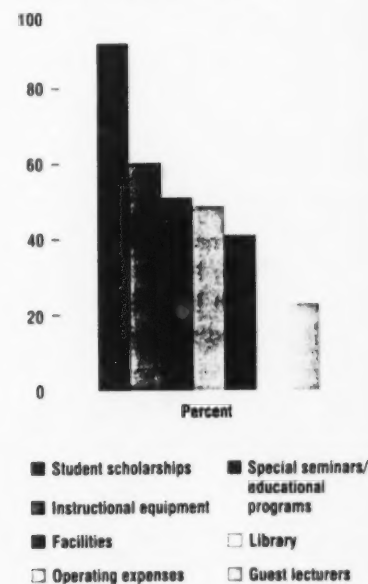
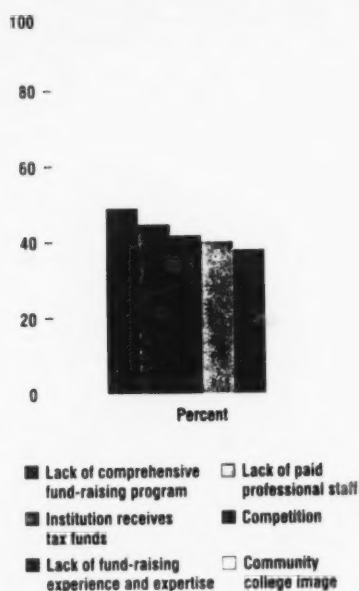


Table 3:
Sources of expenditures



cent), and lack of fund-raising experience and expertise (42 percent). Lack of paid professional staff (40 percent), competition (38 percent), and the community college's image (27 percent) followed closely behind. Other factors were lack of proper contacts, lack of vision, lack of organization, and the economy.

Table 4:
Difficulties in fund-raising



Statistical Comparisons

Five variables were selected to compare the responses of foundation directors to determine significant differences. The variables were: college size (small—fewer than 5,000 headcount students, medium—5,000–12,000, large—over 12,000), college location (rural, suburban, urban), years the foundation has been in existence (new—less than 15 years, old—over 15 years), paid staff (yes or no), and amount of funds raised (low—less than \$76,000, medium—\$100,000–\$450,000, high—\$500,000 and above).

Interestingly, there were no significant

differences based on size and location of college. The variable which produced the largest number of significant differences (seven) was paid staff. Four differences related to the groups from which the foundations solicit. The groups were alumni, local businesses, the community at large, and other foundations. In every instance, foundations with paid staff solicited these groups to a much greater extent than did those foundations without paid staff. Two differences were connected with the ways in which the foundations raise funds. Paid staff provided for greater use of personal solicitation and direct mail as fund-raising methods. As expected, the fund-raising difficulty, "lack of paid staff," was selected to a much higher extent by those directors without a paid staff than their more fortunate counterparts.

The variables of amount of funds raised and years the foundation has been in existence each produced two statistically significant differences. One of the differences, paid staff, was shared by both variables. Those foundations which raised the highest amount of money had paid staff (92 percent) while those that raised the lowest amount were split between paid and unpaid staff. Similarly, those foundations in existence the longest amount of time tended to have paid staff while those newer foundations did not have this staffing pattern. Further, foundations raising the highest amount of funds solicited from alumni, at a two-to-one ratio, compared to the lowest fund raisers. Finally, newer foundations tended to expend funds on instructional equipment to a greater degree than older foundations.

Conclusions

California community college foundations vary from unsophisticated, poorly organized and staffed operations, raising inconsequential amounts of money to competently staffed operations with a focused and motivated solicitation program raising large amounts of money for

their colleges. A major key for success seems to be a paid staff, consisting of professionals with clerical support. Paid staff seem to provide fund-raising experience and expertise leading to the development of a comprehensive fund-raising program using a variety of methods geared to a number of different potential contributing groups. The active involvement of the college president with the foundation is very prevalent, also.

College foundations concentrate on raising immediate cash from employees and the local community, much of which is immediately spent through student scholarships. There seems to be little effort to develop long-range giving programs which might have longer-range and more systemic impacts on the colleges. There also appear to be some untapped potential groups of donors for many colleges.

Foundation directors have identified personal solicitation as a primary fund-raising activity. This method requires a huge time commitment and is effective at securing large donations from a small number of individuals. Corporate sponsorship, vital for keeping athletic programs afloat in colleges and universities, is not a prevalent solicitation venue.

Fund-raising difficulties, while not perceived as problems by most foundation directors, tend to be internal, controllable ones. Paid professional staff, an involved college president, and an active, committed board should be equipped to overcome these difficulties. A sound fund-raising program can also offset some of the external forces identified as barriers to fund raising.

While the overwhelming majority of foundations have been in existence for more than five years, many appear to be in transition. The wheels of change are starting to roll as the importance of fund raising increases. The vision needs to be broadened and change facilitated through leadership and commitment on the part of all

Continued on page 15



Trustees As Catalysts

The University of Hawaii's Unique Partnership with Hawaii's K-12 Public Schools

by Roy Y. Takeyama

The call for action to change the way K-12 public education in Hawaii is structured, designed, and presented was an urgent call that came from a broad spectrum of the community. It came from parents, educators, political leaders, the business sector, and the media. The message was clear: the public education system was no longer meeting the needs of Hawaii's students in a rapidly changing society influenced by technological advancements and global realignments.

This call for action was heard by the trustee boards of the systems of lower and higher education in the State of Hawaii in 1991; the timing and climate were right for change.

Educational Reform: Winds of Change

Once primarily an agricultural economy, Hawaii is currently a service economy, utilizing telecommunications to

Roy Y. Takeyama is vice chair of the University of Hawaii Board of Regents, which governs Hawaii's seven community colleges.

connect with far-flung places around the globe for business opportunities. Having no natural resources to speak of, Hawaii is wholly dependent on its human resources for its economic strength and well-being. And in a global marketplace which puts tremendous pressures on economic institutions, having a well-educated and skilled workforce that can produce quality goods and services in a timely manner is critical to maintaining the competitive edge.

Hawaii's public education system, from kindergarten through adult education, is considered the major arm for the development of this human resource on which the state's economy is highly dependent. Therefore, support for public education is foremost.

Hawaii residents have always had a healthy respect for education, partly because of a large immigrant population which values education as a vehicle for social and economic advancement. Down through the years, various ethnic groups who were initially brought to the islands to work on the sugar and pineapple plantations were able through education to move up the career ladder and enter other fields

of occupation. Hawaii's people, therefore, have a real sense of appreciation and public ownership of K-12 education in particular, and the perception was growing among this populace that the public school system was now ill-equipped to prepare our youth for jobs or postsecondary education.

A series of studies had been commissioned between 1988 and 1991 to analyze the structure and quality of education in Hawaii, and they served to support the momentum for major educational reform. In his initial report, *The Hawaii Plan: Educational Excellence for the Pacific Era*, Paul Berman of the consulting firm, Berman, Weiler Associates, recommended significant changes in curriculum, governance, accountability, and funding of public schools. His subsequent progress report, *The Next Steps: Hard Decisions*, assessed the implementation of these educational reforms and proclaimed that "now is the time to create the legacy of an outstanding education system for the 21st century." At about the same time, Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of

Teaching, issued his report, *Creativity and Coherence: A Report on the Governance of the University of Hawaii*, which reaffirmed governance by a single board of regents for all public institutions of higher education in the State of Hawaii.

As the reform movement gained headway in Hawaii, cooperation was identified as one of the cornerstones of public education reform. Cooperation between and among those who oversee governance, policy making, funding, and the teacher workforce was considered key to successfully instituting fundamental changes in public education.

In response to the call for action and cooperation, the Board of Regents of the University of Hawaii initiated discussions with the Board of Education overseeing the K-12 public education system. The result was a unique partnership between these two boards establishing the foundation and formalizing the cooperative efforts between the colleges and universities under the University of Hawaii system and the K-12 schools under the Department of Education.

Hawaii has a single authority for public schools, the State of Hawaii Board of Education (BOE), and a single authority for the state's public higher education system, the University of Hawaii Board of Regents (BOR). The BOE oversees the administration of 238 public schools with nearly 175,000 students throughout the island state. The University of Hawaii system is made up of 11 institutions, including seven community colleges and an employment training center, two baccalaureate-level campuses, and a major graduate education and research campus. In Fall 1990, the university system enrolled approximately 46,000 students in credit programs.

These two boards differ considerably in approach and constituencies as one is appointed (BOR) and the other is elected (BOE). Over the years, they developed in parallel but separate directions, existing

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quite amicably but with little, if any, systematic vision of how the two systems could fashion a more effective partnership to integrate them into a seamless web.

Then the challenge was put before the boards, and despite their historical differences in structure and orientation, they were able to join forces to serve as a catalyst for educational reform.

On September 5, 1991, an agreement was signed by the chair of the University of Hawaii Board of Regents, H. Howard Stephenson; the chair of the State Board of Education, Mitsugi Nakashima; president of the University of Hawaii, Albert J. Simone; and the superintendent of the State Department of Education, Charles Toguchi. The agreement committed the two governing boards and their respective administrators to work together to achieve a common goal—the best educational opportunities for the citizens of Hawaii. It set the stage to capitalize on the “richness of their diverse human resources to focus on matters that pervade the seamless web of education, from pre-school through adult education.”

This partnership is an excellent exam-

ple of how trustees can respond to a need and stimulate changes in the community with leadership, vision, and the courage to act when opportunities arise.

Significance of BOE-BOR Partnership

On September 12, 1991, *The Honolulu Advertiser*, a daily newspaper with wide circulation, questioned in its editorial column why the “ceremonial treaty signing” was necessary on September 5 between the BOR and the BOE and asked what good it would do the kids in the classroom. The editorial ended by stating “one would have thought the Department of Education and the UH would have long since joined hands toward this goal.”

It is exactly because of this lack of awareness of past and present collaborative activities between the University of Hawaii and the Department of Education that the formal partnership was necessary. Indeed, for several years the University of Hawaii through its College of Education, its Community Colleges, and its Hilo campus has engaged in joint projects with the Department of Education, but these efforts were not generally acknowledged by anyone outside the field of education, especially the general public, which was demanding educational reform.

What the public signing of the partnership did accomplish was to help formalize the areas of cooperation and give the “Seal of Approval” to the ongoing DOE-UH joint projects and programs, spurring increased cooperation and collaboration between the two units.

Furthermore, because the initiative to formalize a board-to-board level partnership agreement came from the chair of the University of Hawaii BOR, it gave the university a much needed proactive role in supporting educational reform which has been the focus of community and business leaders’ interest.

The new board-to-board partnership also highlighted the significance of the single governing authority for both K-12 and

postsecondary education in Hawaii and the need to capitalize on this statewide structure. It represented the firm commitment of the UH BOR to continue its strong leadership to maintain a high quality, seamless web of education throughout our island state.

Results of BOE-BOR Agreement

The BOR not only initiated the partnership agreement but continued to serve as an integral force in the reform efforts. A Joint Partnership Steering Committee chaired by two trustees, Karen Knudsen of the BOE and myself representing the BOR, was organized to oversee the partnership implementation.

A statewide conference in October, 1991 brought together administrators and individuals from both the Department of Education and the University of Hawaii system to begin formal action on the partnership. Top priority issues were identified: supply of teachers, quality of teachers, pre-service and in-service training, and student transitions. Two joint task forces were appointed by the Steering Committee to address two critical issues: (1) teacher training with a focus on shortage areas, and (2) transitions between high schools and colleges.

The task force on teacher education grew out of a committee established by the University of Hawaii president in 1990. Headed by the dean of the Graduate Division, David Greenfield, the committee on the University's Role in Promoting Excellence in Public Education in Hawaii identified many issues of common concern to the university and the public schools. Its primary focus was improving and expanding teacher education programs. Following the partnership agreement, the membership was expanded to include DOE representatives as well as high school and college students.

The task force on school-to-college transition addressed ways to improve the flow of students from the public schools to

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vision, and the courage to act
when opportunities arise.**

the university system through early admission, 2 + 2, advanced placement, curricular articulation, and other programs.

In the eight months since the signing of the partnership agreement, the task force on teacher education has completed a report with several recommendations on what the University of Hawaii can do to improve the quality of teaching and public education in Hawaii. The recommendations include, among others:

1. new avenues for teacher preparation,
2. encouraging students to enter the teaching profession,
3. delivery of upper-division courses on Maui and Kauai Islands,
4. expansion of teacher education programs on Maui and Kauai Islands,
5. establishment of a UH Education Extension Service, and
6. financial support for students entering teacher training.

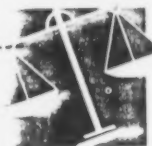
A specific area of concern was the critical teacher shortages in the areas of mathematics and science. The task force subsequently developed a joint proposal for taking mathematics and science majors within the university system and providing them with an accelerated program for teacher training to be implemented in Fall 1992.

The second task force has been working diligently since January 1992 and is just about ready to issue a progress report with its recommendations.

Conclusion: A Good Beginning

The BOE-BOR partnership agreement is more than a ceremonial treaty. It is a commitment from the very top levels of Hawaii's public educational systems to apply the public resources placed in their hands toward making the highest quality education a reality in Hawaii. The partnership is also a public acknowledgment of the many individuals in the Department of Education and the University of Hawaii system who have worked together in the past and are continuing to work together to provide the best educational opportunities for the people of Hawaii. The formal partnership agreement between the two boards gives the proper signal to all involved in education that cooperative programs and the building of educational networks and bridges will be given the highest priority.

This partnership agreement is just the beginning...a good beginning. There is much work to be done, and much is being done. At the upcoming ACCT 1992 Annual Convention in Anaheim in October, Hawaii will be bringing you an update on the progress of our joint trustee efforts. Our experience in Hawaii can be of assistance to trustees in other communities across our country who believe as we do that the development of our human resources, our children and adults, should be top priority in every state in our union.



LEGAL CONSIDERATIONS

Supreme Court Rules Educational Institutions are Liable for Damages for Sexual Harassment of Students Under Title IX

by Ira Michael Shepard

In a highly significant opinion announced February 26, 1992, the Supreme Court of the United States unanimously held that monetary damages are available to students who allege they were sexually harassed by school officials under the anti-discrimination law known as Title IX of the Education Amendments of 1972. (*Franklin v. Gwinnett County Public Schools*.)

The Case

This case arose out of a 1988 lawsuit filed by Christine Franklin, a student who attended public high school in Gwinnett County from 1985 to 1989. Franklin alleged that she was subjected to continual sexual harassment from Andrew Hill, a sports coach and teacher employed by the school district. Franklin alleged that Hill asked her about her sexual experience with her boyfriend and inquired whether she would consider having sexual intercourse with an older man. Franklin alleged that Hill forcibly kissed her on the mouth in the school parking lot, telephoned her at home and asked if she

would meet him socially, and, on three occasions, forcibly took her to a private office where he subjected her to coercive intercourse. Franklin further alleged that although she informed other teachers and the school administrators of Hill's sexual harassment, no action was taken. In April 1988 Hill resigned on the condition that all matters pending against him be dropped. At that point, the school closed its investigation.

The trial court dismissed plaintiff's complaint for damages on the ground that Title IX of the Education Amendments of 1972 does not authorize an award of damages. The Court of Appeals affirmed the trial court's decision and held that an action for monetary damages could not be sustained for an alleged intentional violation of Title IX. Christine Franklin, the petitioner, filed a writ of *certiorari* for review by the Supreme Court. The Supreme Court granted Franklin's petition. The U.S. government filed an *amicus curiae* (friend of the Court) brief on behalf of Gwinnett County Public Schools urging that monetary damages were not applicable under the Act to plaintiffs.

The Supreme Court reversed the decision, holding that plaintiff has the right to receive monetary damages for sexual harassment.

The Supreme Court's Analysis

The Supreme Court concluded that where legal rights have been invaded, and a federal statute provides for a general right to sue for such invasion, federal courts may use *any available remedy* to correct the wrong. The Court has relied on this principle in a long line of cases where complaints were brought under the Constitution or laws of the

United States and Congress was silent on or did not expressly limit the Court's power to provide remedies.

The Court rejected Gwinnett Public Schools' technical legal arguments and the argument that damages should be limited to back pay (in the case of a student worker) and prospective relief—order to cease harassment. The Court held that those remedies were clearly inadequate in this case. Back pay does nothing for the plaintiff because she was a student when the alleged discrimination occurred. Similarly, because the harasser no longer teaches at the school and the student no longer attends school in the Gwinnett system, prospective relief also affords her no remedy. In these circumstances, where back pay and prospective relief are inappropriate, the Court held that monetary damages are available to remedy the intentional discrimination. The Supreme Court reasserted its traditional presumption that absent a clear direction to the contrary by Congress (which does not exist in Title IX), the federal courts have the power to award any appropriate relief in a cause of action brought pursuant to a federal statute such as Title IX.

The Court's Opinion was written by Justice White. Justice Clarence Thomas joined Chief Justice Rehnquist in a concurring opinion written by Justice Scalia, noting that the "full gamut of remedies" is available under Title IX unless Congress expressly limits the remedial policy of the statute. 1

Ira Michael Shepard is ACCT Counsel and counselor at law with Schmeltzer, Aptaker & Shepard, P.C., Washington, DC.

By the year 2000, American colleges and universities will be lean and mean, service oriented and science minded, multicultural and increasingly diverse—if they intend to survive their fiscal agony.

Time (April 13, 1992, p. 54)

Over the past five years, red ink and budget deficits at both state and federal levels have resulted in dramatic declines in both state and federal support of American colleges and universities. Across the country, state allocations as a percentage of total operating budgets have declined as we witness dramatic increases in tuition and fees, and a call for reexamination of college priorities.

The decision by Yale University to adopt a plan that closes a major department and merges three engineering programs will be one of the "shots heard 'round the higher educational world" in the coming decade. Another Ivy League school, Columbia, is closing down its nationally ranked Library Science Program. Other universities are following suit in eliminating programs and schools (even those considered to be excellent) as they face the new realities of the 1990s. Community college leaders had best set their own priorities in the near future or run the risk of those priorities being established by state legislative bodies. For decades, community

John E. Roueche is professor and director of the Community College Leadership Program at The University of Texas at Austin, where he holds the Sid W. Richardson Regents Chair in Community College Leadership.

Establishing College Priorities

.....

BY

JOHN E. ROUECHE

colleges have been accused of trying to be all things to all people. If one examines the literature of community colleges, one could easily conclude that community colleges individually are much like persons on horses riding simultaneously in all directions.

It appears that community college leaders have a very difficult time differentiating programs and priorities. We quarrel over the importance and primacy of transfer education and how many students in a "good college" should be pursuing a baccalaureate degree beyond the community college experience. At the same time, we are endeavoring to strengthen the tech/prep initiative, not only to improve high school offerings but to strengthen the technical focus of our colleges. We are also literally swamped with hundreds of thousands of underprepared students for whom we must prepare a full menu of programs and services, ranging from English as a second language to developmental English, reading, writing, math, and study skills,

as well as the full array of human support services that such populations require in even greater intensity.

Simultaneously, we are engaged in helping communities and neighborhoods rebuild while attracting new business and industry into community college districts. Community colleges also are engaged in economic and industrial development, on-site training, and more and more partnerships with business, industry, and commerce.

If the stated mission of the community college were examined only two decades ago, one would find a much sharper focus and perspective. Today, community colleges are not only struggling with the establishment of a mission and identity within the local community, they are wrestling with college priorities as determined by the realities of declining state and federal support for all colleges and universities.

Some have observed that it is easy to determine the true priorities of any organization. Examine the allocation of available funds, and one will quickly discern what is "important" within the organization. The continued analysis of the budget will also identify those programs and services that receive little support. Students of organizational development have long believed that true priorities are a matter of the budget allocation process.

Another way to establish priorities is to study how administrators and college trustees spend their time. Again, students of organizational development believe that the true values of the organization are reflected by the time allocated to given projects or programs.

A more rational way to establish college priorities is to involve the community and college personnel in establishing

institutional goals. Not many years ago, colleges routinely planned educational charrettes and brought in representatives of the community to provide feedback, input, and direction, and to establish priorities in light of available resources.

If we are to maintain community confidence and pride in community college endeavors, it will be critical that we re-establish the primacy of teaching effectiveness in our colleges. For decades, community colleges have prided themselves on the quality of their classroom and laboratory instruction. Putting our money and our time into this priority will lead to improved retention and student success and to greater positive impact on the communities we serve. Teaching effectiveness must be priority one in the community college!

COMMUNITY COLLEGE FOUNDATIONS

continued from page 9

community college leaders—trustees, administrators, and faculty.

RECOMMENDATIONS

Now, more than ever, is the time for community college foundations to aggressively seek external resources to help their colleges fulfill their missions. Current and potential students, the colleges themselves, and our society need the benefits which foundations can provide for the education of our youth and adults.

Following is a list of recommendations which should assist foundations to reach their potential.

The hiring of paid professional and clerical staff is a must for foundations to grow and prosper. The relationship between paid staff and revenue generated strongly suggests that the paid staff cause the revenue. Maintaining a foundation on an informal, barebones basis will not bring about fund-raising successes. The expertise,

energy, and commitment of staff are needed for a viable foundation.

Paid staff is not enough to guarantee success. A comprehensive, visionary fund-raising program must be developed and pursued by staff. The program should target the traditional and nontraditional groups which might contribute to the foundation. Community leaders, alumni, staff, celebrities with a connection to the college or community, and other eleemosynary institutions should be pursued along with the typical fund-raising sources. Solicitation strategies must become innovative. Seeking corporate sponsorships for the foundation and working cooperatively with community business and industrial concerns on fund-raising events and projects may prove to be profitable. The fund-raising program must contain a long-range component of planned giving. The degree of emphasis should shift in this direction to provide for continued growth into the future. A planned giving program component should allow for a long-range expenditure plan which ought to relate to the college's long-range planning efforts. This approach will help provide resources for systemic college changes needed to meet a changing college mission. College presidents, trustees, other administrators, faculty, and student leaders must actively support and become involved with foundation efforts. Support from these groups, as well as community leaders, is vital for successful fund-raising endeavors. Those individuals involved in college governance need to provide leadership and assistance to the foundation. In a period of shrinking public resources, the need for involvement in external, community-based fund raising should be readily apparent to all members of the college family.

CALENDAR

Trustee Education Opportunities July–October, 1992

July

16–18

Michigan Community College Association
Traverse City, MI

19–22

League for Innovation Leadership 2000
Chicago, IL

24–25

Wisconsin VTAE District Boards Association
Annual Meeting
LaCrosse, WI

August

20–22

Iowa Association of Community College Trustees
Mason City, IA

September

18–20

ABC/SUNY New Trustee Institute
Albany, NY

24–25

New Mexico Council of Independent
Community Colleges
Hobbs, NM

28

Trustees Association of Community and
Technical Colleges of Washington State:
Fall Conference
Seattle, WA

October

2–4

Association of Boards of Trustees of Community
Colleges of SUNY (ABC): Fall Conference
White Plains, NY

21–24

ACCT Annual Convention
Anaheim, CA

25–27

Texas Association of Community College
Trustees and Administrators
Austin, TX

29–30

Kansas Association of Community Colleges:
Annual Professional Conference
(trustee mini-conference)
Overland Park, KS



Letter to the Editor

Dear Editor:

Dr. Janet Black's art history examination was scheduled for Wednesday and was to be preceded by a review session on Monday evening. But this would not be a typical review session. It began that Monday night on the second floor of the Louvre in Paris, where a dozen students viewed and discussed a number of Rembrandt's masterpieces.

This was just another day for the 21 College of San Mateo students participating in the college's American Institute for Foreign Study spring semester in Paris. Each fall, this popular international education program is held in London, while the spring semester alternates between Paris and Florence.

In March, following a business trip to London, I flew to Paris to join my daughter Mary, who attends the College of San Mateo overseas program. It is an extraordinary experience for the students and was an insightful experience for me.

It has been nearly 30 years since I experienced noisy college dormitory life and institutional food, but it was a delight to enjoy my daughter's company and that of her friends. Between classes we strolled through Montmartre and the Left Bank. We had time to walk over to the Curie Institute and, having recently read a biography of this great woman, I felt humbled by her accomplishments.

Students in the College of San Mateo Paris program visit the Louvre often since the 31 franc admission is free to art students, and the college's program cost includes Metro transportation passes.

My daughter's 14-unit program includes history, taught by Cañada College's Gil Workman, English, French, art history, and French culture and customs. Several students in the program are senior citizens, which proves the point that education is lifelong.

If you haven't been on a college campus recently, do so. The enthusiasm of youth, their wholesomeness; wide-eyed interest, excitement, and non-stop energy are contagious. My father must have experienced similar feelings some 34 years earlier in 1958 when he enjoyed accompanying his sister Elizabeth Glang and 30-odd Burlingame High School students on a trip to Europe and the Brussels World's Fair.

I am proud of Mary and the students in the College of San Mateo Paris program. This life experience will greatly enrich them, their families, and the Cañada, Skyline, and College of San Mateo communities.

Thomas L. Constantino
President, Board of Trustees
San Mateo County Community College District
San Mateo, California

Topic Suggestions Needed for *ACCT Trustee Quarterly*

The ACCT Publications Subcommittee needs your help in identifying topics to be covered in future issues of the *Trustee Quarterly*. In the *Quarterly*, trustees find feature articles and shorter "departments" on all major areas of trustee responsibility. The focus is on the board's role in policy development and strategic planning, the policy-setting implications of issues, and current trends affecting community colleges.

If there are topics which you feel should be covered in future issues, please contact Sally Hutchins, Editor, *ACCT Trustee Quarterly*, 1740 "N" Street, NW, Washington, DC 20036.

Guidelines for Authors *ACCT Trustee Quarterly*

Articles should focus on the interests of the audience, which primarily consists of lay governing board members of community, technical, and junior colleges.

Articles should address various areas of trustee responsibility, stressing the board's role in policy development, the policy-setting implications of issues, and questions to ask staff. Articles can also provide the latest information trustees will find useful, such as trends which will impact community colleges.

Authors are encouraged to contact the editor with story ideas before submitting a manuscript.

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Trustees enrolled in the ACCT Trustee Education Recognition Program are able to satisfy various requirements at ACCT meetings.

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October 21-24
Anaheim, California

**NATIONAL LEGISLATIVE
SEMINAR**

March 7-9
Washington, DC

REGIONAL SEMINARS

Pacific Region, April 15-17
Victoria, British Columbia

**Central/Northeast/Southern Region,
May 20-22**
Nashville, Tennessee

Western Region, June 3-5
Jackson Hole, Wyoming

Call ACCT at (202)775-4667 if you would like more information about ACCT meetings or the ACCT Trustee Education Recognition Program.

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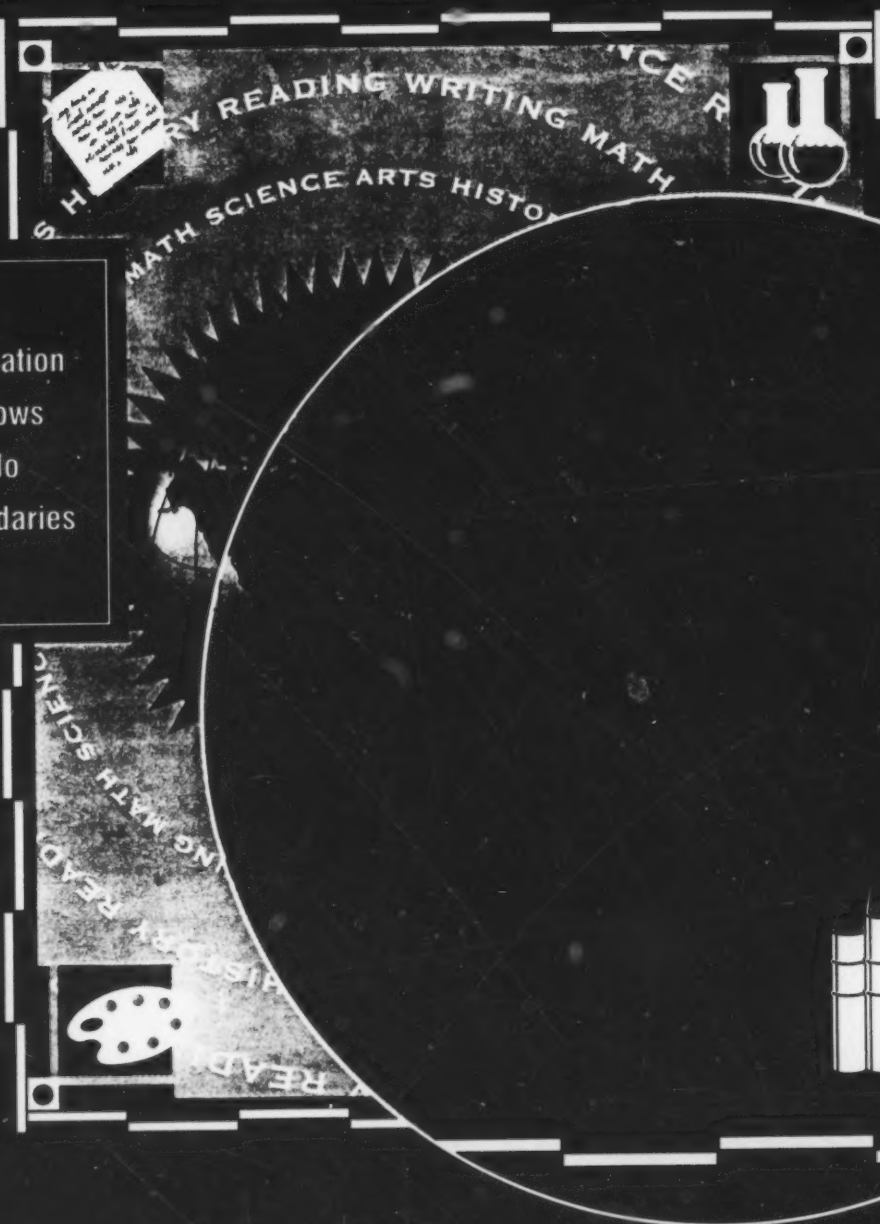


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Education
Knows
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Opinions expressed are those of the authors and not necessarily those of ACCT.

Non-members may subscribe to the TRUSTEE QUARTERLY for \$30.00 a year. Third class postage paid at Washington, DC.

Director of Communications: Sally Hutchins
Executive Director: Ray Taylor

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
(202) 775-4667

TRUSTEE QUARTERLY

FALL 1992

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Education Knows No Boundaries

We must recognize that learning is an enterprise that recognizes no geographic boundaries of community, state, or nation. Our vision of education must not be limited by the boundaries of the past, nor the folly of gender, ethnic, racial, or economic stereotyping.

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Education Knows No Boundaries

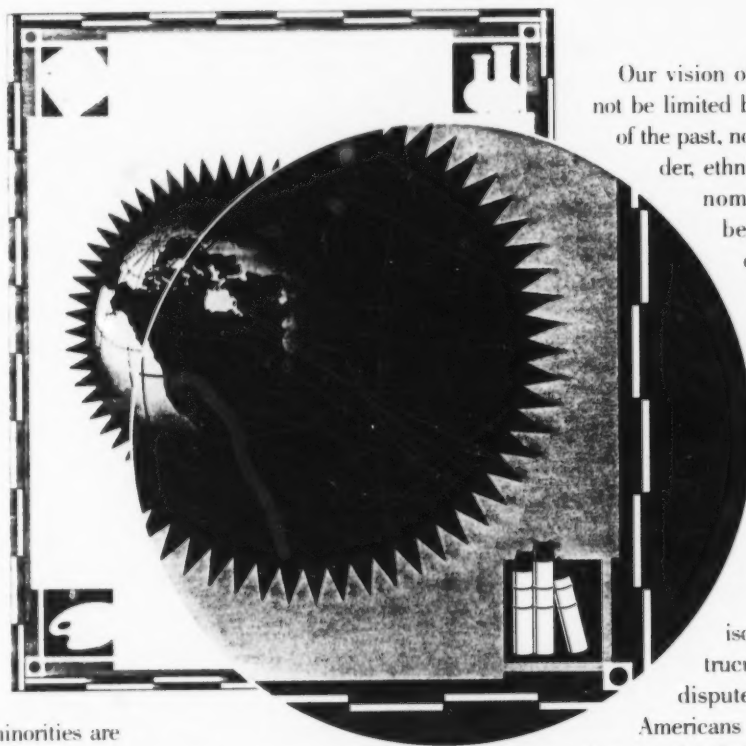
by James W. Dyke, Jr.

Your commitment as board members is to insuring that your community colleges are the best they can be. Our vision for the future of education requires that not only our community colleges but our entire education system become a seamless web of education if we as a nation are to survive in our global village.

For today, we must recognize that learning is an enterprise that recognizes no geographic boundaries of community, state, or nation. We must further recognize that learning cannot be limited by the diminished, yet not eradicated, notion that only white, male, middle-class, and upper-class citizens can contribute to society.

Today, there is real tangible progress: opportunities for women and minorities are greater than ever before. Yet, I call on you to continue your deep continuing commitment and vigilance to expanding these opportunities even further.

The Honorable James W. Dyke, Jr., is Secretary of Education for the Commonwealth of Virginia. This article is taken from remarks at the ACCT Northeast/Southern Region Seminar, Williamsburg, Virginia, May 28, 1992.



Our vision of education must not be limited by the boundaries of the past, nor the folly of gender, ethnic, racial, or economic stereotyping, because failure to overcome those boundaries will make it impossible for our great nation to maintain a leadership role in the new world order, which is now upon us.

Despite calls for isolationism, despite truculent international disputes, I believe most

Americans recognize that we live in a global village: that a severe

drought in Zimbabwe has a major impact on the tobacco markets in Virginia, that a blight affecting fruit production in Chile affects the fruits we can buy in the supermarkets for January and February, or a wind storm in Colombia or Kenya creates shortages of flowers for Valentine's Day or Mother's Day.

Yet, we must be fully cognizant that the learning which occurs in a Rustburg, Virginia, classroom can change how international industries will invent new products; learning in Singapore can

change how products are made; learning in Osaka, Japan, can change how products are marketed; and each of these changes ripples across the continents of our world.

Education today at all levels, elementary through graduate, must be internationalized. Our students today must have a global economic perspective. That perspective must include an acceptance of other cultures, beliefs, and views of humanity that value men and women and treasure the sanctity of life.

A few statistics of this global village put in proper perspective the need to learn to live in a global society. If there were 1,000 people in the entire global village, and if each represented groups of people, in the portion in which they actually exist, then, of that 1,000:

- 564 would be Asian,
- 210 would be European,
- 86 would be African,
- 80 would be South American,

and only six, just six of that 1,000 would be North American, and those six would include Canadians, Mexicans, as well as U.S. citizens, and obviously only three of those six would be males.

You can see we represent a tiny part of this world and that our role in the 20th century has been truly disproportionate to the peoples of this earth.

Our curriculum must open students' eyes to the world, create an understanding of humankind's interdependence and inter-relatedness, for whether it is the pollution of the Volga River or the Suwannee River, or the skies over Gary, Indiana, or Cairo, Egypt, we are all in this together.

Breaking down barriers, boundaries, and walls is a necessary part of understanding our place in this world. Education cannot be ethnocentric, nationalistic, nor limiting. It must be visionary, enabling, and empowering. It must open, not just doors, but windows and curtains, walls and gates, to the vistas of our universe. Education can know no boundaries.

In Virginia, we believe the realities of today's world economy dictate that our students receive a "world class education" that prepares them to meet international standards and compete with students from other industrialized nations. We've begun a crusade to make education our state's top priority. That will require a revolution to change the way we teach our students.

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Our revolution seeks to include the entire community: business, parents, educators, the public-at-large. That's because we believe in the African proverb that "It takes the entire village to educate a child."

We're stressing basic skills: reading, writing, math, science, arts, history, as well as the global perspective of every subject our students study.

We are preparing our students to be globally literate in economic and social issues for a very simple reason: increasingly, the basis for change in our interdependent world is economic rather than ideological. As we are drawn closer together through international trade, and our markets and finances intertwine, we come face to face with the reality that the entire planet is becoming a single, pluralistic society. As such, what happens in the Pacific Rim, in the Common Market, in Africa, and even in faraway Baghdad, affects us, and it affects us quickly and directly.

No nation, including our own, can afford to be naive, self-serving, or isolated. We can no longer afford the luxury of understanding only the American view about government, about culture, about business, about natural resources, or about education.

The time is past for exhorting our businesses to pump up exports while we teach our students outdated histories of the world. The time is past to hope that economic development will bring about our romantic notion of brotherhood and sisterhood while we ignore cultural growth and issues in other countries.

We have become aware — and with a great sense of urgency — that it is the job of education in all nations to prepare our students to become world citizens of tomorrow; and I mean, literally, tomorrow. Because by the time our students leave class today, what they learned about world events will have already changed.

We in Virginia, are committed to turning out high school and college graduates who are prepared for work in the diplomatic corps, in corporate foreign offices, and in intergovernmental relations; graduates who understand the international aspects of their lives and how their lives are affected by international events; graduates who realize that you stand a better chance of selling your products to a foreign nation if you understand that nation's language, culture, and people.

This effort requires that our high schools, colleges, and universities take an interdisciplinary approach toward educating the graduates of tomorrow. Students at all levels must take courses in geography and cultural awareness, courses in international relations and trade, courses in non-Western world history. We need graduates who have an appreciation for ethnic diversity and a sense of how to interact with other cultures.

Yet, as we teach a global perspective, we must also commit ourselves to celebrating diversity within our own culture. Without your commitment to the opportunities for women and minorities of this country, we create frightening boundaries — frightening boundaries to learning, frightening boundaries to education — hugely unfair to the individuals and unacceptable to any real vision of a free nation.

I ask you to commit yourselves and your institutions to an aggressive course of action that addresses this issue. In these United States, we must ask the leadership of American education to break down the learning barriers that exist for men and women, for minorities, for socially and economically deprived children, so that each and every American has an excellent opportunity to succeed — to reach his or her full potential.

As trustees, you can insist on the removal of boundaries to learning. You can open your institutions to the community. You can help break down barriers that keep men in significant numbers out of nursing programs and women out of careers as physicians, engineers, and physicists. These same barriers exist for most minorities.

We know the subtlety of how these boundaries are drawn. Today it seldom involves harsh words; there is nothing *de jure* about it. Rather the boundaries are drawn by the simple failure of a professor to encourage, a counselor to urge, a librarian to take a question seriously, and yes, a parent to have the vision of what should be, rather than what is; of what can be rather than what was.

The American workforce for tomorrow will have, in less than 15 years, a vastly different look than today. Simple demographics dictate that it will be substantially more female, more Black, more Hispanic. Therein lies a crisis waiting, a time bomb ticking. For if we choose to ignore or fail to nurture more than one-half of our potential workforce, then our full participation in the global village will be only a faint hope.

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to succeed —
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or her full potential.**

The statistics are grim. While there are signs of progress, I worry that a pervasive weakening of commitment to create real opportunities is occurring.

I plead with you to renew your commitment for the good of your communities, your home state, and for our very nation's well-being in the international world.

Without commitment to change, without very positive encouragement by you, asking for new agendas, demanding boundary-less curriculum, our prospects for tomorrow are dimmed.

Our faculties show real commitment to increasing the speed of curriculum reform in general education, of developing effective communication and sensitivity among diverse groups, and of fostering an open and positive understanding of cultural diversity.

There is a new demand that students perform well. There is a renewed vigor in the value and worth of high academic standards. And I hope you will support this trend at your institutions.

There is no value gained in weak educational programs. Allowing students to coast through school, through college unchallenged or unmoved, creates the most frightening boundaries of all because it creates only empty minds seeing the world with old, clichéd answers and stereotypes.

Learning should know no boundaries. It should be unfettered of local, regional, or national beliefs, unlimited by bias, unentangled from bureaucracies that limit the

creative powers of faculties and students.

You are in a position to challenge today's educational mainstream, to challenge the tired assumptions of yesterday that created barricades to participation.

You can create an agenda of invention, of creativity that heightens the effectiveness in transmitting knowledge and in the creation of new knowledge.

Learning is what we are about, learning will remake the mental and physical maps of our world, learning is the ultimate act that insures the survival of our future generations.

It is an exciting day in our history, because it holds the promise of tomorrow's dawn. But we must face that dawn with a commitment to change, even in the face of tough economic times.

EDUCATION KNOWS NO BOUNDARIES

Keep in mind this fact: the nations of Eastern Europe were able to overthrow years and years of Communist domination, not because they had a fully funded resistance force, but because they had the will and the determination to make a change.

With your leadership, the community college system can also show the will and determination to make the changes necessary to remove every boundary to learning. Please join us in that effort. ■

For Further Information on International/Intercultural Education

If you would like to further pursue the exciting opportunities in international and intercultural education available to community colleges today, order *Integrating the International/Intercultural Dimension in the Community College* by Maxwell C. King and Seymour H. Ferish, published jointly by ACCT and Community Colleges for International Development, Inc.

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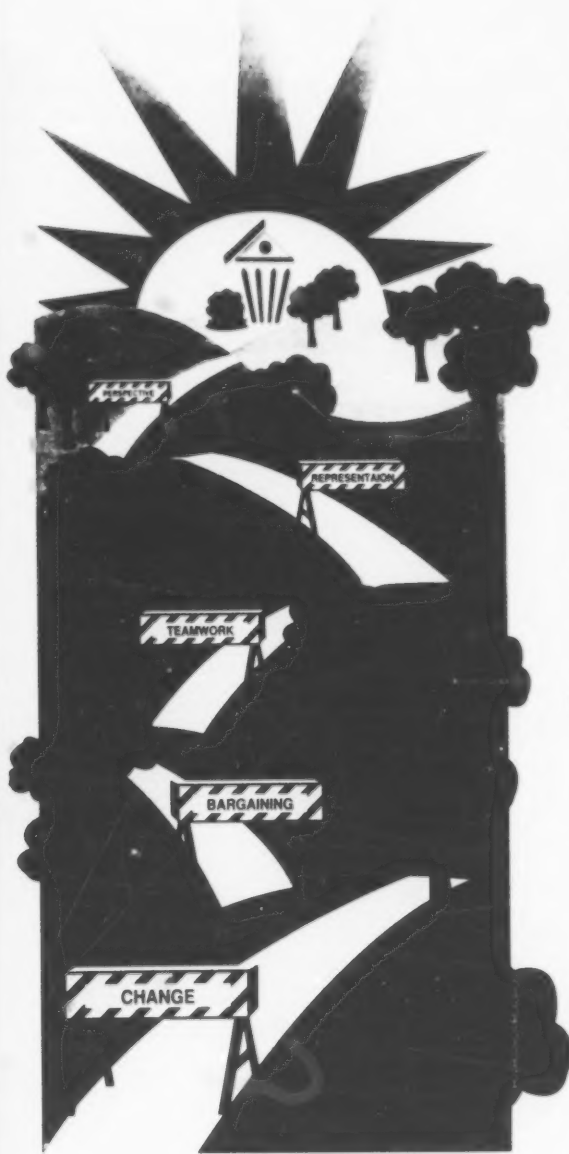
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Integrating the International / Intercultural Dimension in the Community College

Maxwell C. King
Seymour H. Ferish

Association of Community College Trustees
Community Colleges for International Development, Inc.



Barbara Barton is immediate past-president of the Illinois Community College Trustees Association and a trustee of William Rainey Harper College, Palatine, Illinois. B. Diane Davis was a 1991-92 ACE Fellow at William Rainey Harper. She is a former dean and vice president and currently professor of psychology at Oakton Community College, Des Plaines, Illinois. This article is based on an address presented to the American Federation of Teachers in April 1992, in Chicago.

Good Board/Faculty Relationships Don't Just Happen

by B. Diane Davis and Barbara Barton

Trustees who have been elected or appointed across the country are expected to answer to their communities regarding the ways they govern their colleges and universities. In other words, the board of trustees is where "the buck stops" in most community colleges. No trustee, however, can interpret that to mean that policy decisions can be made in a vacuum, without the input and participation of all campus groups, but especially without the faculty. What must trustee attitudes and behaviors be to build good working relationships with faculty? What kind of campus environment is conducive to effective communications?

The Role of the Trustee

One working definition of the role of the trustee might say that boards have four main functions: to work with the administration to help create the policies of the college; to monitor how those policies are being carried out; to be aware of those aspects of the institution's operation which are significant; and to employ a chief executive who has integrity, in whom they can place their confidence and trust. (Magrath, 1977)

But this working definition does not mention faculty. Could anyone imagine a college without faculty? Faculty are the professionals who carry out the primary

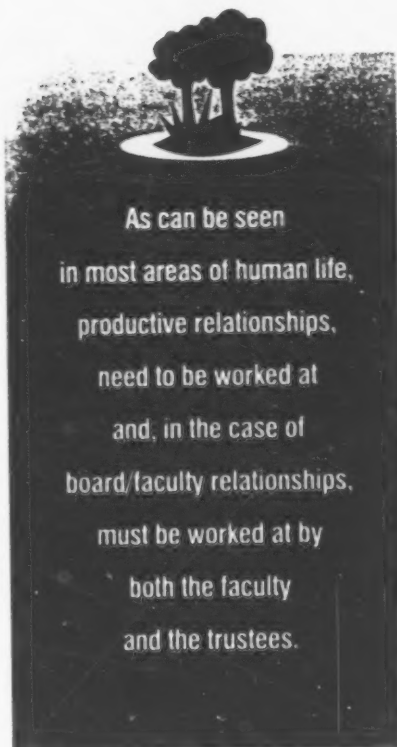
mission of the institution, who teach the students, and who distinguish one college from another by their uniqueness. Faculty are so central to the mission of the college that there must be good working relationships between trustees and faculty.

But why don't good relationships between faculty and boards just happen? Why do reasonable, intelligent people who should be focused on the same outcome — the successful teaching and learning of the students — have difficulties working together? As can be seen in most areas of human life, productive relationships, like marriages, parent-child encounters, and business associations, need to be worked at and, in the case of board/faculty relationships, must be worked at by both the faculty and the trustees.

Roadblocks to Effective Relationships

What are some of the reasons that faculty/board relations may be strained? Are there roadblocks which hinder the development of good relationships? Over the past two decades, community colleges and higher education have undergone change. Boards, especially those that are elected, have changed. However, if boards and faculties are compared, it can be seen that faculties, for the most part, remain stable over the years, whereas boards change — change with elections, but also change on a shorter-term basis with changes in the economy, changes on the political front, changes in key social issues, and so on. These differences in stability may well contribute to dissonance between boards and faculties; dissonance which hampers good relationships.

Another potential roadblock is the entire collective bargaining process. Despite the fact that many colleges are moving toward various configurations of mutual gains bargaining, collective bargaining is still largely adversarial in nature. Stanley M. Cherim (1983), a member of the boards of several schools in the Media, Pennsylvania, area, characterizes



collective bargaining as "an intricate, psychological war of will and nerve between self-interested adversaries." (p. 49)

This is indeed a disturbing representation. But before dismissing his words as the ramblings of a burned-out trustee, it is worth noting that Cherim is also head of the Science Department at Delaware County Community College and one of their chief negotiators. So his perspective truly is from both sides of the bargaining table.

Ironically, faculty, who in reality manage some of the most important processes in a community college, once every year or so put aside that reality to play the labor role at the bargaining table. Surely there is a better way. Conflicts of interest can occur when these faculty bargain against administrators, many of whom are tenured themselves and may find themselves back in the faculty ranks at some point in the future, living within the contracts they have negotiated for the board of trustees. (Boyd, 1976) Many improvements can be made in this system.

Often the adversarial system of conflict

resolution spills over into the day-to-day communications between faculty and boards, including administrators. How can groups have trust in each other when they play what some would term a "game" in which cooperation may be thought of as fraternizing with the enemy? How can real appreciation be expressed in a system in which an attempt to reward adequately the service of a dedicated and productive faculty member would be interpreted by the faculty leadership as a probable ploy? It even may be hinted that the faculty member must be "in bed" with the administration. The point here is that as long as board members and faculty continue to refer to "the other side" and continue to resort to confrontational politics, there is little chance of the groups trusting and respecting each other.

Another roadblock which may exist, is that some boards do not work well together, and if they can't work with each other, they probably can't work with faculty. Of course, the nature of a board of trustees — several individually elected or appointed officials — will lead to differences of opinion and often vigorous disagreements among its members. Despite this, trustees must have a commonality of purpose and a common understanding of how best to reach conclusions and make decisions. This is not always the case. (Magrath, 1977)

A study, conducted by the Association of Governing Boards, examined characteristics of effective and ineffective boards at private colleges. (Taylor, 1989) One graphic example of problem communications, uncovered by the research, occurred at a college which had just hired a new president. After a difficult first year, the board hired an outside consultant to help evaluate the president's performance. The chair of the board, upon reading the consultant's report commented, "When the report came out, it was clear that the major problems were with the board and not with the president. We had been so fragmented

GOOD BOARD/FACULTY RELATIONSHIPS

that we couldn't provide a clear framework within which the president could manage. We simply had to stop seeing ourselves as independent individuals and come to understand what it means to be a group." (p.16)

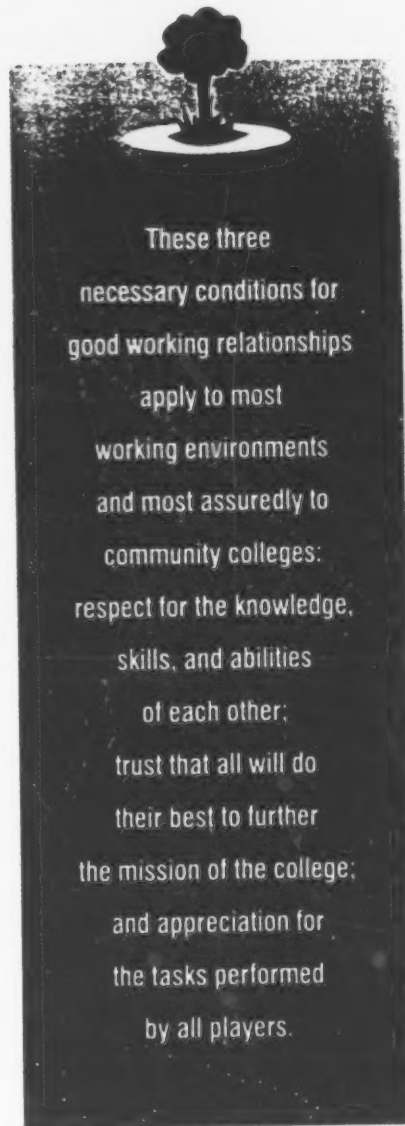
Those are very powerful words. Individual board members may have philosophical differences, but if they do not work together as a group, the college may be fundamentally divided.

A fourth roadblock relates to faculty representation at the board table. In general the formal agreement to allow a faculty member to sit at the board table and to speak to issues appears to be a productive practice. However, there are some disadvantages. No one person, no matter how hard she or he tries, can represent such a diverse constituency as the faculty. Moreover, faculty sitting at board tables must, from time to time, experience conflicts of interest when certain personnel and budgetary issues are discussed. (Boyd, 1976)

What happens when a faculty group does not feel that it is being adequately represented? Individual faculty members begin to communicate directly with trustees. Most trustees have at one time or another received the late night phone call or heard the proverbial "ps-s-si" when walking down the hall at a function on campus.

Are these individual, private talks between one faculty member and one trustee a good idea? To say flatly "no" would be shortsighted. First of all, those kinds of contacts are inevitable and probably cannot be prevented. Secondly, these communications may represent one way a trustee has of getting pertinent information about the workings of the college; one way of hearing individuals' views that can be kept in mind during deliberations. (Magrath, 1977)

However, trustees can get into trouble when they imply to the faculty in these private conversations that they, personally, are going to do something about the situa-



tion being discussed. Word will get around; other faculty and constituencies will lobby for their own special interests. And when other trustees hear what is going on, the internal working relationship of the board will be eroded. In addition, the faculty may develop expectations which will never be realized, leading to frustration and anger all around. (Magrath, 1977) These dynamics should be avoided.

Thus far four potential roadblocks which may come between boards and faculties have been mentioned: stability dif-

ferences between boards and faculties; the adversarial nature of collective bargaining that frequently taints other board/faculty communications; the inability of some boards to work well together; and the limitations of having one faculty member at the board table to represent a diverse constituency.

A fifth potential roadblock relates to some basic differences in the perspective exercised by faculty and by boards. Faculty, in general, are more conservative than boards. It appears that most faculty groups would prefer to maintain the *status quo* of the institution. Of course, this approach works well when the college is doing well. This attitude does not work well when changes are truly needed. (Robinson, 1982) Sometimes faculty are so discipline specific in their thinking that they cannot view the college within a broader context as boards are expected to do.

In the experience of many trustees, this issue is most likely to surface during presidential searches. Trustee David Z. Robinson (1982), who shares this experience, says, "When a presidential vacancy occurs — whether by accident or choice — it is quite common for the board to want new direction and change, while the faculty wants things to stay more or less as they are. This conflict in perspective means that trustees tend to look outside when searching for a president, while faculty members tend to favor inside candidates." (p. 8)

This is frequently the case during the presidential selection process. These disagreements likely reflect differing perceptions of boards and faculties of the need for change; these differing perceptions are, at times, problematic.

Another point made by Robinson (1982) relates to the basic orientation of boards, an orientation which may be difficult for faculty to understand. Trustees will nearly always be more oriented to presidents than to faculty. The trustees usually select the presidents and will tend to back

them when there are conflicts between the administration and faculty or other constituents. This is simply a fact of academic life. But while the faculty may lament this fact, it is also worth noting that trustees are far more attentive to the performance of presidents than they are to performances of the faculty, which means that boards tend to terminate administrators whose performance is less than adequate. This does not happen to faculty. It may well be in the faculty's best interest that trustees' focus is the president.

Two Fundamental Questions

Before outlining several strategies for avoiding conflict between faculties and boards, two fundamental questions need to be considered: 1) what are the necessary conditions for productive working relationships between diverse groups? and 2) how can we create those necessary conditions on our campuses?

To answer the first question, perhaps a short story may be helpful in discovering the basis of forming sound relationships between diverse groups. This story is not an earth-shattering one, not one that will likely bear repeating nor have a funny punch line, but it is a charming little episode that occurred back in the early 1950s in the town of Norwood, Ohio, a small suburb completely surrounded by the city of Cincinnati.

The Story

The storyteller is a woman — actually a community college faculty member — who was about 10 years old at the time of the story. The kids on her street sound pretty much like the conglomeration of kids on most streets at that time.

Few families then had television sets, so the kids spent most all their time with each other. During the day in the summer the girls and the boys segregated themselves to play, but in the evening, after supper, the whole neighborhood group of kids would come together to play softball

in the street or hide 'n seek and then sit on someone's front porch with the light on, talking. Here is where the ideas for tomorrow's lemonade stand or craft sale or haunted house were hatched. Most ideas did not amount to much, but the kids had fun talking.

One memorable summer night the kids were planning their annual bazaar. All this meant was that they would set up a table to sell their handmade Plaster of Paris figurines and a lemonade stand, both at the same time. But this time, the kids decided that they would give the money they made to a charity — the Crippled Children's Fund. They never made much money anyway; they might as well give it to a good cause.

As the evening of planning wore on, several of the kids began to worry that their talking and laughing might bother Mr. Sowder who lived next door. Sure enough, the Sowders' porch light came on, and Mr. Sowder came storming out. He had a reputation for not being very tolerant of kids, since he and his wife had none.

However, this time things were different. Instead of getting a bawling out for making too much noise, the kids were offered Mr. Sowder's assistance in putting together their bazaar. He was the first grown-up who had ever offered to help. It is important to note here that Ray Sowder was an organizer for the AF of L — this was back in the days when everyone said the "of" in the title — and Ray Sowder knew how to organize. It soon became apparent that both the kids and Ray Sowder really had the same goals: to have fun and to make as much money as they could for crippled children.

How did the bazaar turn out? It was a rousing success. There may still be talk of it in that part of Norwood. Those kids, and Mr. Sowder, turned the empty lot next to Tillberry's Pony Keg into the most wonderful neighborhood carnival one could imagine. The kids had gone around to local merchants for items to be raffled

because Ray Sowder knew that there are some things kids do better than grown-ups. The mothers were asked to bake goodies for the bake sale, and when everything was sold in an hour, they cleaned out the bakery and sold everything at a mark-up for charity. There were games, and prizes, and a couple of small rides... but the important part was that everyone had fun, and over \$500 was made for the crippled children, a lot of money in those days.

Necessary Conditions for Productive Relationships

What does this little story have to do with building good relationships between faculties and boards? The story depicts a time when a very productive relationship was formed between diverse individuals and is worthy of analysis. Something almost magical happened between those kids and Ray Sowder. It didn't happen immediately; but it started to happen after the third or fourth night of planning. As they all got to know each other better, a mutual respect developed between them. The kids respected Mr. Sowder's enthusiasm, his ideas, and his ability to get the job done, and he seemed to develop a respect for the enthusiasm and ideas of even the little six-year-olds. It became obvious that, if they wanted the best bazaar ever, they needed to put aside their differences and work together. So "respect" was the first necessary condition to the working relationship.

The second dynamic which was evident was "trust." At the first meeting when Ray suggested the kids get donations, the older kids chided the little ones, saying that they would never be able to pull their weight. But Ray expressed his faith that a six-year-old could get a watermelon to raffle; so when not only one watermelon but three were procured, even the big kids started to trust in the little ones. Ray told them that they had to give each other the benefit of the doubt — and he was right.

So the second necessary condition was "trust."

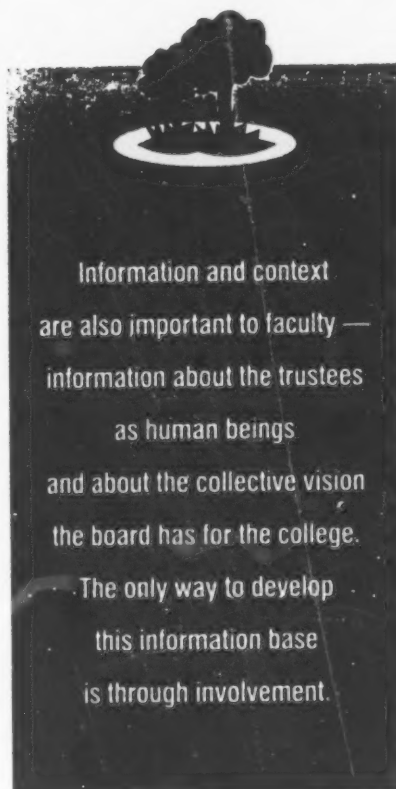
The planning would not have been successful if there had not been mutual appreciation for the work that was being done. The kids came to appreciate the help that Ray was giving because the help was necessary and because they could not have done it themselves. Without appreciation, they might have resented his taking command. Ray Sowder appreciated the work of the kids because their work was necessary and because he could not have done it himself. A professional man cannot get donations of watermelons like a six-year-old can. So the third necessary condition was "appreciation" — an appreciation for the importance of the work and an appreciation of the skill required to complete it.

These three necessary conditions for good working relationships apply to most working environments and most assuredly to community colleges: respect for the knowledge, skills, and abilities of each other; trust that all will do their best to further the mission of the college; and appreciation for the tasks performed by all players.

Creating the Necessary Conditions on Campus

But do we not have these elements in most of our colleges now? Do we not have respect, trust, and appreciation between faculties and board of trustees across our country? Most trustees would agree that they could not have developed the respect and appreciation they have for their faculty and for their colleges if they did not have in-depth information about both. Information, and the context within which that information exists, are perhaps the most important ingredients that must be present for trustees to make sound judgments.

But information and context are also important to faculty — information about the trustees as human beings and about the collective vision the board has for the college. The only way to develop this



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information base is through involvement. In fact, involvement is the key element of most of the solutions which will be suggested. Trustees must be involved on their campuses if they are to make informed and intelligent decisions about the futures of their colleges. Also, faculty and other constituencies must allow the trustees to become involved. Good relationships between boards and faculty don't just happen. Good relationships must be worked at through involvement with each other.

What form might that involvement take? Here are some suggestions:

- Trustees need to do their homework before board meetings, homework which may involve a trip to campus. Last year when the board of Harper College was deliberating whether or not to build a new storage shed on campus, several of the trustees came to the college and took a tour of the existing facilities to see where the proposed structure would go. How much clearer

the written proposal for the shed became after standing on the site, talking with the employees. The trip was worth a thousand words. Involvement of this type is essential prior to key decisions.

- Another suggestion: At the University of Minnesota the board holds periodic open forums at which students, faculty, and staff can present their gripes on every conceivable subject. This not only provides information and context to the trustees but also gives them the opportunity to clarify misunderstandings. (Magrath, 1977)
- A similar strategy which was instituted at Harper College is called the Listening Post. The idea came out of a retreat held with faculty and administrators at the beginning of the Spring semester and had been tried at Richland College in the Dallas system. Once a week a two-hour period of time is designated as the Listening Post, and three individuals from the administration and board are present to listen and to answer questions. Time of day and locations vary across the campus. The names of the individuals who will be present are published in the "Bulletin Board" and interested parties may attend for however long they want. The president is scheduled for a time during each session, and trustees periodically appear. The response to the Listening Post has been quite good; many rumors have been nipped in the bud by the open discussions which occur.
- Informal dialogue between the board and faculty is also important. Twice a year at Harper College, trustees meet informally in the evening over punch and cookies with the entire Faculty Senate. There is no particular agenda — just an opportunity, a social event, to get to know each other better and to share ideas. Most Harper participants come away feeling that such an event is productive.

GOOD BOARD/FACULTY RELATIONSHIPS

- How many governing boards have regular committee meetings? Are faculty attending them? If they are not, a good opportunity is being missed for faculty to learn how boards make decisions and to learn what information should be made available to help in the decision-making process.
- One faculty group at a Chicago-area community college has appointed two or three faculty to liaison with each of the board committees. Selected faculty have special interests and expertise in the area covered by the committee; for example, two accounting faculty and one business faculty serve as liaisons to the Board Finance committee. Communications take place on an as-needed basis and may be initiated by either the faculty members or by the trustees. The program is too new to assess, but clearly has promise.
- A slightly less ambitious program might involve structuring a board/faculty liaison committee, an idea that is relatively common among universities. The liaison committee meets regularly to discuss items of mutual concern. According to Boyd (1976), the board/faculty liaison committee "can be an educational enterprise, where each party has something to teach and something to learn... Such meetings can have a demythologizing effect, piercing the veil which normally hangs between a governing board and a faculty." (p. 38)
- It is commonly known that faculty frequently attend board meetings. However, how many faculty groups have ever invited one or more trustees to attend a Faculty Senate meeting? Faculty need to be willing to open their meetings to trustees as trustees' meetings are open to faculty.
- Another idea: Faculty should consider inviting trustees to sit in on their classes. This would allow trustees to see what the classroom environment is like and what teaching and learning is all

about. Most trustees would welcome the opportunity.

- In general, it is desirable for individual trustees to attend as many student functions or general college functions as possible to mingle informally with students and faculty. Trustees need to show that they are concerned about education to combat the often-held impression that trustees are somehow unreachable.

The potential problems associated with the adversarial nature of collective bargaining were discussed earlier. Perhaps these feelings could be eliminated if both boards and faculty groups could recognize that each has a separate role and a separate set of responsibilities to accomplish the common goal of fulfilling the mission of the institution.

Thus far, several ways that trustees can become more familiar with the college and the faculty have been mentioned. It is also important the faculty learn more about the functioning of their boards. Virginia L. Lester (1983), outlines four aspects of trusteeship that faculty ought to learn: "(1) an appreciation of the volunteer efforts and sacrificial contribution of the board; 2) an understanding of the legal responsibilities and liabilities of the board; 3) a better understanding of the limits of the faculty's rights and responsibilities vis-à-vis the governance of the college; and 4) an idea of good governance procedures so that faculty can improve their communication with the board on matters of policy, avoiding premature decisions that make compromise very difficult." (p. 31)

How can faculty gain these understandings? Perhaps through joint workshops with the board; perhaps through presentations at Faculty Senate meetings. However it is done, faculty need to seek this information so that they can develop an appreciation of the role of the trustee. All too often trustees' well-intentioned sacrifices are greeted with suspicion and hostility, turning their enthusiasm into resentment.

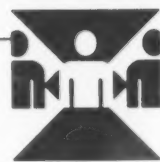
Many other strategies could be mentioned to help boards and faculty develop the respect, trust, and appreciation that is so important to good working relationships. Faculties and boards are urged to share their ideas with each other, within and between institutions.

Conclusion

In conclusion, it is appropriate to again examine the results of the study to determine characteristics that distinguish effective from ineffective boards. (Taylor, 1989) The study suggests that effective boards should listen to, but not be dominated by, presidents and aggressive constituents. They must never delude themselves into thinking that they can run their colleges alone. Boards must cease to be outsiders and willingly become active participants in the campus community, involving themselves with others so that they can make decisions which all can support. Boards must make "sincere efforts...to listen as well as to speak and to follow as well as to lead." (p. 16) In today's world so fraught with misunderstanding, this is, perhaps, the greatest challenge that community college governance faces. ■

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PRESIDENTIAL RELATIONS

Setting the Compensation of Chief Executives of Community Colleges

by Herrington J. Bryce

One of the most serious and inescapable duties of every trustee of every community college is setting the compensation of the chief executive officers, be they presidents or chancellors. This is a generally acceptable legal principle to which the charter and bylaws of virtually every community college conforms. Therefore, unless the laws of the state in which the college is incorporated provide otherwise, any college president or chancellor who got a compensation agreement through some avenue other than by way of trustee decision may have a contract that is arguably unenforceable.

How should the board determine the proper compensation for its presidents and chancellors? The bottom line is that the compensation must be reasonable. In a recent announcement, the IRS warned colleges and universities, as well as hospitals, that it will be looking at the reasonableness of the compensa-

tion of coaches and others in the top hierarchy. How should trustees proceed to be reasonable?

First, every board should consider the possibility of assigning the subject of executive compensation to a subcommittee of the board. The duty of this subcommittee is to make a recommendation to the larger board.

Second, this committee should gather information about what chief executives of comparable size colleges are being paid. "Size" should be measured by number of employees, students, dollar value of assets, number and disparity of campuses and curricula, size of faculty,

**People who stand
well above (or below)
the range are possibly misfits;
i.e., outstanding but
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the specific circumstances.**

and budget. Obviously, in some cases, choosing just one of these indicators would be sufficient.

Third, the committee should make some qualitative judgment as to the human burden demanded. For example, having to turn a college around or serve a very diverse or controversial community may be quite demanding and deserves to be considered in the compensation calculus. Two schools may be of the same size in every way, but one caters to trou-

bled students and the other not. The qualitative difference here may be large enough to warrant a pay differential.

Fourth, the trustees should narrow down the above by geographical area. Living costs vary considerably, so that the president of a school in rural Mississippi would be paid less than the president of a comparable school in urban California.

Fifth, the trustees should select certain personal attributes which are relevant to the job. One of these is education, and still another might be years of experience. The committee should ask how important these characteristics are to the carrying out of the duties of the president or chancellor and whether the candidates being considered are more "qualified" than their counterparts. Perhaps the compensation the trustees will offer would warrant reflecting these personal qualities as long as they contribute to greater education-related productivity.

Sixth, trustees must put their thoughts into a comprehensive executive compensation package. This means that they must consider not only the salary but the benefits. It is the total dollar value of the package that matters. Some benefits are nondiscriminatory, which means that every worker gets them. Other benefits are purposefully discriminatory. This is to control costs, to provide an incentive, to reflect certain risks, and to substitute for some dollar amount in monthly salary. Discriminatory benefits may also reflect the trustees' way of minimizing the shifting of costs to the president or chancellor and his or her spouse and family.

Executive perks are some of the thorniest benefits to deal with because they are so often misunderstood by employees, constituent groups, and the

Herrington J. Bryce is a professor of business administration at the College of William and Mary, Williamsburg, Virginia. A version of this article appeared in the Nonprofit Times, May 1992. It is adapted from Financial and Strategic Management for Nonprofit Organizations 2nd (Prentice-Hall 1992)—a trustee and management reference, which can be ordered from Prentice-Hall.

The trustees should be prepared to make adjustments if the range and total package fail to produce a desirable candidate after some reasonable passage of time.

public. They are also accessible to abuse by the executive. These benefits should never be awarded without a clean rationale, costing, and control.

Neither should benefits be denied just because of public perception. To do this is to shift an unfair burden to the president or chancellor. It also results in fostering disgruntled reactions that eventually lead to abuse, of which colleges have seen their share, under the theory "I deserve it."

Seventh, the board should pass a resolution identifying and describing the compensation package to be offered. This should be without regard to a specific person. Costs may be expressed as a range rather than a single amount. But it is important for the board to have in writing, preferably as part of board policy, its decision and reasoning.

Eighth, the board should proceed to make offers within that range. A conflict often crops up at this juncture. Confronted with a very attractive candidate, trustees are rightfully tempted to make their offer fit. This is often expressed in such terms as "wanting to retain an executive," or "wanting to attract a superb candidate." What an error! If an executive compensation package is properly designed as stated above, the proper fit would have been taken into account and would have been reflected in the range. People who stand well above (or below) the range are possibly misfits; i.e., outstanding but inappropriate under the specific

circumstances. Experience teaches that compensation packages that are too rich produce exactly the same disastrous, egocentric results as those which are too poor.

A compensation package that becomes seriously stretched in order to retain an executive ignores the fact that a not-too-uncommon reason for executive departure is death, which respects no retention policy. Retention cannot be guaranteed at any price.

Ninth, the trustees should be prepared to make adjustments if the range and total package fail to produce a desirable candidate after some reasonable passage of time. What is the principal determinant of a "reasonable passage of time?" The cost to the organization for operating without a rudder should be the principal determinant.

Tenth, understand that it is the responsibility of the board not only to determine and negotiate compensation, but to sign off on the contract and monitor it. Monitoring is especially important when some portion of the compensation varies over time. For example, it is legal and sometimes wise to offer an executive a bonus based on some measurable performance directly attributed to him or her. It is also common to offer certain benefits, such as life and health insurance or expense reimbursement, the cost of which may rise year to year. These must be monitored and controlled—not only for cost, but for relevance and infringement. They should be the subject of audits.

Trustees of community colleges can never forget that executive compensation may have to be reported annually to the federal, state, and some local governments. In the best interest of the school it may also be reported to one or more of the watchdog groups. Executive compensation is the public's business and trustees expose themselves to public ridicule and liability if they discharge this duty with insufficient scrutiny. ■

CALENDAR

Trustee Education Opportunities November 1992–January 1993

November

5–6

AGB Workshop: Strategies
for Presidential Search
Washington, DC

9–10

AGB Workshop: Fund-Raising Leadership
for Independent Institutions
Chicago, IL

11–13

Florida Association of Community Colleges
Orlando, FL

12–14

Oregon Community College Association
Pendleton, OR

19–21

Missouri Community College Association
Lake of the Ozarks, MO

20–22

Community College League of California
Irvine, CA

December

4

AGB Workshop: Introduction to
Trusteeship—Critical Issues for New Board
Members of Independent Institutions
New York, NY

January

10–12

AGB Institute for Board Chairs and
Presidents of Independent Institutions
Winston-Salem, NC

11

AGB Workshops: Trustee Responsibility
for Academic Affairs/Building a Strong
Board—Strategies for Identifying,
Cultivating, and Developing Trustees
Washington, DC

24–27

American Council on Education
Annual Meeting
San Diego, CA

31–Feb 2

League for Innovation Conference on TQM
Irvine, CA



INTERNAL GOVERNANCE AND DECISION MAKING

Trustee Emeritus Policy Adopted by Columbus State Community College

The board of trustees of Columbus State Community College in Ohio recently adopted a policy which creates a method of honoring departing members of the board whose dedication and service to the college have been exemplary, whose

participation in and support of college events and activities was outstandingly demonstrated, and whose dedication to helping fulfill the mission and goals of the college has been constant.

The board believed the trustee emeritus status would be a visible method of showing the college's appreciation to those trustees who have served at least six years on the board in an exemplary manner.

"It also provides a way for the college to continue its relationship with these

valuable advisors and friends," said Harold Nester, college president.

The first board members to be the recipients of the trustee emeritus title were Martha Agler and Fred Kindig, who had each served Columbus State Community College since the early 1980s. ■

Consider a Lifetime Membership in ACCT. . .

. . . as another way to recognize outstanding board members who are retiring. By honoring their fellow board members, boards also demonstrate their commitment to public stewardship of education. Funds from Lifetime Memberships go into the ACCT Trust Fund and are used for the educational and personal development of boards and board members who govern community, technical, and junior colleges.

New Lifetime Members are recognized with a plaque at an ACCT meeting or at an important event at their college. Upon retirement from their college boards, Lifetime Members continue to receive ACCT publications and are given complimentary registration for ACCT conventions and seminars.

For a donation of \$1,000, and the approval of the ACCT Board of Directors, an individual may be named a Lifetime Member of ACCT. The donation may be spread over a period of five years. For further information, contact the ACCT office at (202) 775-4667.



Columbus State Community College Trustee Emeritus Status

- A) The Trustee Emeritus title is an honorary title granted in recognition for outstanding service on the Columbus State Community College Board of Trustees and is reserved for those who are departing from that service.
- B) A departing board member who has served as a trustee of Columbus State Community College for at least six (6) years may be granted Trustee Emeritus status.
- C) The recommendation for Trustee Emeritus status may be submitted by a member of the board of trustees or by the president of the college. Final approval of Trustee Emeritus status is granted by action of the current board of trustees.
- D) Trustee Emeritus status is without financial compensation but may include privileges normally offered trustees within the resources of the college.

Effective April 10, 1992

In continuing discussions about the Free Trade Agreement with Canada and Mexico, we should understand that the borderlands area in the Southwestern United States and Northwestern Mexico have always been a natural common marketplace. Historically, long distances have separated border residents from their "central" governments, Washington, DC, and Mexico City. The natural geographic, economic, and cultural flow of the North American continent has always run along a north-south axis. The existing border was not drawn based on any natural ethnic, geographic, cultural, or economic boundary.

New notions of free trade and an economic common market modeled after the successful European experiment are merely a recognition of this historical and geographic reality. With this premise in mind we can approach the global questions which are emerging from the free trade debate.

Can products made in the U.S. continue to successfully compete world wide without developing an American hemispheric common market? Can we "go it alone" and still challenge collaborating nations, like the European Economic Community, whose resources now encompass not only highly trained scientists, technicians and skilled workers,

Denise Moreno Ducheny is a trustee of San Diego Community College District in California. This commentary is an adaptation of remarks delivered in April 1992 at a Mesa College Conference entitled "San Diego Tijuana Border Lands—Problems And Prospects."

The North American Free Trade Agreement and the Role of Education

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BY

DENISE MORENO DUCHENY

but also inexpensive labor and diverse natural resources?

Most economists don't think so. They know that for every billion dollars in exports, tens of thousands of jobs are generated. Losing the competition for world markets would mean a deterioration in the quality of life to which many North Americans have become accustomed.

A free trade agreement with Mexico

will have some very positive effects on our national economy. It will facilitate the efforts of industry, business, and new entrepreneurial endeavors to reach over 60 million Mexican consumers, thus creating thousands of new businesses and hundreds of thousands of new jobs.

Free trade will encourage the development of joint enterprises that can sell competitively priced products abroad, thus benefiting both U.S. and Mexican investors. More Mexican workers will be employed at home, thereby placing them in an economic position to purchase greater quantities of consumer products from the U.S.

It will also allow Mexican business to more easily reach the huge American consumer markets, markets now exploited by non-hemispheric nations, again creating new jobs and relieving the pressure for workers to leave their homes and emigrate to the U.S.

On the other hand, free trade may also have some negative impacts. Some industry and businesses will "flee" to Mexico looking for cheap labor with a resulting loss of many jobs. Newly developed Mexican industries will likely be subject to less stringent environmental regulations, with resulting negative environmental impacts to residents of the borderlands region.

But given that the enactment of a free trade agreement with Mexico and Canada is likely, if not a certainty, one of the questions before us is: What role should our educational institutions play in addressing the social and economic impacts which accompany this new environment and what should they be doing now to prepare for this inevitability?

In a free trade climate, there will be a tendency for a particular industry to

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develop where the labor pool can best serve its special needs. Some industries requiring a less-skilled work force will leave or not open their doors in areas of our nation where workers expect a higher standard of living. Other new industries created by our common economy and needing large numbers of skilled workers will naturally settle in areas where these workers can readily be found.

A critical need emerges to train workers for roles in these technologically advanced industries. Enormous challenges are presented to our entire education system, in particular to our community colleges and adult and vocational education programs. Workers who previously occupied semiskilled or unskilled jobs must now be retrained to work in industries requiring large numbers of skilled and technical workers.

One of the primary U.S. export products will be affordable technological applications that can provide Mexico with the tools to combat potentially negative environmental consequences envisioned by those who fear the development of "flight" industries along the border. Joint enterprises in Mexico will require joint efforts to train operators for technical and skilled positions in those businesses. Teachers knowledgeable in environmental and health issues must be trained so they can train technicians to safely run those industries.

Another crucial task is to raise the basic language and job skills of large numbers of unskilled laborers recently immigrated to the U.S. These workers, whose numbers have increased dramatically in the last decade, must be trained to successfully integrate into our changing human resource needs. Previous minimal training requirements become totally inadequate under these emerging conditions.

Free trade agreements with Canada, Mexico, and eventually all of Latin America are inevitable in our increasingly global economy. We can oppose them because of undeniably negative short-term impacts, or we can involve ourselves in the development and implementation of these agreements, helping to set their direction and control their impact.

Our education system as a whole, and our community college system in particular, has a duty to become an integral part of this process, and indeed take a leadership role in determining its outcome. We must become part of the solution to problems that will continue to crop up as we move in the direction of an American hemispheric common market. We must convince policy makers on both sides of the border that an investment in the education of our human resources is central to continuing our joint economic development. ■

Topic Suggestions Needed for ACCT Trustee Quarterly

The ACCT Communications Committee needs your help in identifying topics to be covered in future issues of the *Trustee Quarterly*. In the *Quarterly*, trustees find feature articles and shorter "departments" on all major areas of trustee responsibility. The focus is on the board's role in policy development and strategic planning, the policy-setting implications of issues, and current trends affecting community colleges.

If there are topics which you feel should be covered in future issues, please contact Sally Hutchins, Editor, *ACCT Trustee Quarterly*, 1740 "N" Street, NW, Washington, DC 20036.

Guidelines for Authors ACCT Trustee Quarterly

Articles should focus on the interests of the audience, which primarily consists of lay governing board members of community, technical, and junior colleges.

Articles should address various areas of trustee responsibility, stressing the board's role in policy development, the policy-setting implications of issues, and questions to ask staff. Articles can also provide the latest information trustees will find useful, such as trends which will impact community colleges.

Authors are encouraged to contact the editor with story ideas before submitting a manuscript.

ACCT meetings offer opportunities for education, development, sharing, and renewal.

The annual convention, the national legislative seminar, and the regional seminars are a major part of ACCT's comprehensive trustee education program.

Trustees enrolled in the ACCT Trustee Education Recognition Program are able to satisfy various requirements at ACCT meetings.

1992-93 CONVENTION AND SEMINAR SCHEDULE

ANNUAL CONVENTION

October 21-24
Anaheim, California

**NATIONAL LEGISLATIVE
SEMINAR**

March 7-9
Washington, DC

REGIONAL SEMINARS

Pacific Region, April 15-17
Victoria, British Columbia

**Central/Northeast/Southern Region,
May 20-22**
Nashville, Tennessee

Western Region, June 3-5
Jackson Hole, Wyoming

Call ACCT at (202)775-4667 if you would like more information about ACCT meetings or the ACCT Trustee Education Recognition Program.

Association of Community College Trustees
1710 "N" Street, NW
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